

V. Application Submission Document to Establish a BSU Charter School



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

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

A. Information Sheet

1. School Information

Proposed Name of Charter School **Delaware Academy**

Proposed Location (School District) **Two campuses: Muncie and Delaware
Community School Corporations**

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K-5	396
Year 2	K-5	396
Year 3	K-5	396
Year 4	K-5	396
Year 5	K-5	396

Desired School Opening 8/23/2012 Date

2. Proposed Affiliations

Educational Management Organization (if any) **N/A**

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name **Iry Hogan**

Mailing Address **924 N. Macedonia St.**

City **Muncie, IN** Zip Code **47303**

E-Mail Address ***pih1701@live.com***

Primary Phone # **765-228-1471m**

Secondary Phone #

Lead Applicant Media Contact Phone # **765-228-1471m**

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

Delaware Academy

2. Charter School Location

Two campuses: Muncie and Delaware Community School Corporations

3. Anticipated Opening Date

8/23/2012

4. Management Organization Name (if applicable)

N/A

non profit or for
profit

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

N/A

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-13	K-5	396
Year 5	2016-17	K-5	396

7. Applicant(s)

Name	Bio
Muncie Academy Foundation	

8. Proposed Board of Trustees

Name	Bio
Iry Hogan	Owns medical transport and trucking company
Tom Hickey	Owner of T&H Sweeper Company
Georgia Clayton	Former teacher, currently full-time ministry
Larry New	Owner of retirement homes in Muncie and Anderson
Chramaine Haskins	Manager at Anderson Herald newspaper

9. Overview of the Proposed Program

The mission and vision statement of the proposed charter school:

The purpose of the Delaware Academy is to provide students of Muncie, Delaware County, and the near-by surrounding geographic area, with an outstanding public educational school of choice. It is our purpose to serve all socio-economic elements of the community as well as to serve all student abilities. At two campuses ten minutes apart, the Delaware Academy will serve grades

K-5. One campus (in Muncie) would have grades K-2 and the other campus (in Desoto) would have grades 3-5. The educational purpose of Delaware Academy is to provide students with a demanding liberal arts and science curriculum within an educational environment that is safe, structured, and disciplined. It is our purpose that every student accomplishes core courses mastery, and every student maximizes their ability and potential.

The applicant's rationale for establishing the school:

Why is a Delaware County bricks-and-mortar charter school needed? First, there is currently no bricks-and-mortar charter school in Delaware County. Muncie is one of the largest cities remaining in the state without a bricks-and-mortar charter school. The Muncie area needs more diversity in educational offerings to students and parents. All students do not learn alike. A bricks-and-mortar charter school coupled with high academic standards is not currently available to Muncie-area students.

Secondly, an additional mission of the Delaware Academy is to help close the achievement gap of local schools to statewide, national and international standards, and to help close the achievement gap of minority students to other students. 2006-2007 data from the Indiana Department of Education website raises serious concerns about the academic achievement of the Muncie community school system:

Muncie Community Schools rank in the bottom three percent statewide in the percent of students passing (49%) both the English and math portion of the ISTEP exam in 2006-2007. Of 295 school districts in Indiana, the Muncie Community Schools ranked 288th.

A description of the school's key design elements intended to allow the school to achieve its mission and goals

Key design elements:

- Student academic achievement will be improved through a more structured and disciplined school environment.
- Student academic achievement will be improved through smaller classes and teacher / student ratios, and by an overall smaller school environment.
- Students will receive, from Delaware Academy, the additional qualities of individual character and leadership development.

Research from the School of Education, University of Albany, New York has concluded in their Best Practices study for successful elementary school elements. The school will implement the elements of:

- Vision of the school as a family
- Clear learning objectives
- Excellent instruction
- Targeted programs and assessments

- Intervention and support
- Small group instruction replaces large group lecture.
- Education must be personalized through projects that result in learning the standards.
- Differentiated instruction is required for all students.
- Students move at their own pace with 80% mastery required for each skill in sequence.
- Progress is reported in grade equivalence and letter grades in elementary school.
- Hands on experiential learning is expected for off computer teacher directed lessons.
- Portfolio assessment ensures that students have the skills for life.
- All learning should be compatible with brain research.

The following features of Optimal Learning Environments should be incorporated:

- Student choice
- Student centered
- Active student participation
- Focus on ideas before mechanics
- Authentic purposes for learning
- Immersion in language and print
- Teacher and peer demonstrations
- Immediate response (During planning and presentation stages)
- Classrooms as learning communities (Students share development of projects.)
- High expectations

The number of days of instruction in a school year and typical hours of operation

The school plans to provide 180 days of student instruction, with an instructional day starting at 8 am and ending at 3 p.m.

The subjects to be included in the curriculum, i.e., English language arts, mathematics, social studies, science, music, art (performing and/or fine), etc.

Subjects will follow Indiana Standards. Subject textbooks will be: Math; Reading / Language/grammar; Science; and Social Studies. Students should have a knowledge of and exposure to the fine arts as well.

Delaware Academy will use results from the first year of results on all required Indiana State Standardized tests to establish a baseline score for subsequent academic goals to evaluate progress going forward. Each year following the baseline year, the school will increase its school-wide average percentage proficient by 3% to 5%, or a cumulative gain of 15% to 20% after five years.

A discussion regarding any unique characteristics of your program, such as a character education component, intervention supports for students at-risk of academic failure, programs for students who are English language learners or students with disabilities.

We propose a school where there are clear consequences for behaviors, both positive and negative. In our classroom, we use computers for our curriculum delivery as well as textbooks. Our students are allowed to use learning as a reward. They can access problem solving or simulation games that practice the skills they have acquired. Through mini projects, they can apply the skills but only after they prove acquisition.

Delaware Academy has been intentionally designed to meet the needs of students within our community. We expect that many or most of these students will be economically disadvantaged, and therefore fit the federal government's definition of students in "at-risk" situations, including those demonstrating low achievement, behavioral issues, high absenteeism, drug abuse and dependency, pregnancy, and serious emotional issues. The Delaware Academy case conference committee will determine the level of support needed by each special needs student.

Delaware Academy will work to meet the needs of ELL students assisting them to maintain academic progress while they are learning English. It is recognized that each student must become English proficient to be successful ultimately. Spanish instruction beginning with an emphasis on speaking is integral to our educational program.

A discussion of the school's instructional leadership model and supervision and support for teachers. A discussion of any unique professional development plans for instructional and/or administrative staff.

The Delaware Academy instructional staff will receive substantial professional development support in both the pre-opening phase of its launch and on an ongoing basis to implement all aspects of the academic program.

A summary of the management structure of the proposed school, e.g., instructional and operational leadership positions and lines of reporting. A discussion of any intended relationships with management organizations (not-for-profit) or other partner organizations that will play a significant role in the school. This discussion should include the name of the organization and an overview of what that organization will do for the school and, if it will be a contracted service or services, the cost (either in dollars or percentage of student fees)

The board will hire a school director who will manage the school. All employees or sub-contractors will report directly or indirectly to the school director. This school director will be given the authority to run the school. In exchange for operational control of the school, school director will be held accountable for the academic and operational success of the school. If the director proves, on a series of metrics, to create poor results, the director will be replaced with another director or another management structure.

The school will contract with the professional agency, Bookkeeping Plus, to keep accounting records, audit information, payroll, and other financial data. The school will receive a clean audit

report. The school will also employ a business manager for the daily financial operations. Multiple signatures by designated personnel will be required on all checks. The Board will have the final say on large financial matters and financial policy pertaining to the Academy.

Information regarding the proposed location for the school. If the proposed location is public school space, the summary should also reflect an alternate location should public school space not be available.

The Delaware Academy will have two campuses: a K-2 campus in the former Riley Elementary School building at 1901 N. Walnut Street in Muncie, Indiana. This building has roughly 29,000 square feet and has previously been an elementary school. About ten minutes away, the second campus is located in the Muncie suburb of Desoto, Indiana. The building in Desoto will house the school's 3-5 campus and is the former Desoto Elementary School building, which is about 34,000 square feet. The Desoto Elementary School building underwent a multi-million dollar renovation in 1997 and housed Delaware County's only four-star elementary school as recently as two years ago. Although we do not plan on providing transportation, we intend to operate a shuttle between the two buildings.

Preliminary Information

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

1. Community Support and Demand

a. District Support:

We presume that local school district administrators are aware of our charter school application. Informal discussions with individual school board members have been cordial. We are not aware of any specific complaints about the proposed charter school.

b. Community Support:

We collected many letters of support from a cross-section of the Muncie-area community for the establishment of the Delaware Academy. They speak to the need for: 1) more diversity in schools and curriculums for children with different learning styles; 2) an improvement in the academic/ISTEP results of area schools; 3) more parental choice about what schools their children attend; 4) schools that prepare students for a post-manufacturing economy; 5) competition to increase the quality of existing district schools; 6) more experimentation in public education; 7) quality schools for less affluent families to break multi-generational poverty; 8) better schools to attract high value employees and businesses to the area; 9) better schools to limit the need for young families to move out of

the area to get their children into good schools; and 10) charter schools to implement innovative, results-driven approaches to learning. These letters are available upon request.

c. Student Demand:

Given the poor academic achievement of local schools, we believe the need for better schools in Muncie is fairly self-evident. The economic future of local children and the economic future of east central Indiana area depend on the current and future quality of its human capital.

First, the Muncie area needs more diversity in educational offerings to parents. All students do not learn alike.

Secondly, the Delaware Academy attempts to close the achievement gap of local schools to statewide, national and international standards, and to help close the achievement gap of minority students to other students. Standardized test scores of Muncie students have not been good.¹

The need for new public educational choices is supported by academic failure of our current local schools. 2006-2007 data from the Indiana Department of Education website does not paint a pretty picture of the Muncie community school system:

-- Muncie Community Schools ranks in the bottom three percent statewide in the percent of students passing (49%) both the English and math portion of the ISTEP exam in 2006-2007. Of 295 school districts in Indiana, the Muncie Community Schools ranked 288th.

-- Muncie Community Schools increased per capita student spending from \$4,143 in 1987-88 to \$12,093 in 2005-06. In inflation-adjusted dollars, this amounted to a 70 percent increase in spending per student. Muncie Community Schools ranked in the top 10 percent in amount of state support per child in 2006 (\$4888). The lack of spending does not appear to be the cause of the poor of academic performance.

-- Muncie Community Schools ranked fourth among 295 school districts in the percentage of children raised in single-parent families. Forty percent of Muncie school students are being raised in a single-parent family.

Below is a chart of all the elementary and middle schools run by the Muncie Community School System. Also included is the most recent 2006 academic ranking given by the Indiana Department of Education.

¹ The following discussion and data was originally produced by the Cardinal Academy of Muncie when they collected data on the academic record of Muncie schools. It is used here with the permission of its author.

School	Exemplary	Commendable	Academic	Academic	Academic
	Progress	Progress	Progress	Watch	Probation
Longfellow Elementary (Muncie)					X
Grissom Elementary (Muncie)				X	
Garfield Elementary (Muncie)				X	
Mitchell Elementary (Muncie)	X				
North View Elementary (Muncie)				X	
Northside Middle School (Muncie)				X	
Wilson Middle School (Muncie)					X
South View Elementary (Muncie)				X	
Storer Elementary (Muncie)	X				
Sutton Elementary (Muncie)				X	
Washington-Carver Elementary (Muncie)				X	
West View Elementary (Muncie)				X	

Of the schools run by the Muncie Community School System, most were rated in the two lowest rankings possible (“academic watch” or “academic probation”). Muncie’s Wilson Middle School was rated in the lowest category: “academic probation.” Muncie’s Northside Middle School was rated in the second lowest category: “academic watch.” Although we have used data from the Muncie school corporations, this sub-standard educational achievement is an area-wide, statewide and a national problem.

One response to this sub-standard achievement of area schools is the rise of home schooling in east central Indiana. In the Muncie school district, there were 9 home-schooled children during the 1987-88 school year. In the 2005-06 school year, there were 192 children -- a 2100% increase.

Once an industrial miracle from the 1880s to the 1950s, Muncie has been on a constant and prolonged economic decline, and is one of the few cities in the country that has actually lost population for four consecutive decades. This industrial decline continues today with the upcoming closing of the Borg-Warner automotive plant.

Redevelopment of the area will depend on the ability to attract businesses, young families, and professional employees. Muncie Academy can help keep our children and grandchildren from relocating elsewhere, as they have been doing for the past four

decades. Currently, the professional staffs of Ball State, Ball Hospital and other firms are increasingly choosing to live in the Indianapolis area and commute into Delaware and Madison counties. In addition, businesses like to locate in areas with populations of sufficient educational achievement. We have been told that companies investigate the academic achievement of area schools before moving to an area. If area schools are failing to generate good employees, businesses do not want to locate here.

d. Proposal Opposition:

We are not aware of any organized opposition to the charter school.

2. Feedback from Constituents

To determine whether more school choice options are wanted and charter schools are understood by the community, a survey conducted at several organizations and business locations sampled local opinion. Although not scientific, the over 70 surveys were completed by individuals from several locations throughout Muncie and from all economic groups.

The locations were selected to sample a cross-section of socio-economic groups, which included among others: weekly luncheons at service groups, various retail locations, and a lunch-time crowd at a diner in south Muncie. The following table summarizes the responses:

Table 2

Question	Yes	No
1. Are you satisfied with the academic performance of Muncie Schools?	19%	81%
2. Should parents have more choice about where to send their children?	88%	12%
3. Are you familiar with charter schools?	68%	32%
4. If you are familiar with charter schools, how would you rate them?		
a. Favorable: 32%		
b. Somewhat favorable: 55%		
c. Unfavorable: 13%		

As the table indicates, the academic performance of Muncie schools does not appear to be satisfactory to most Muncie citizens. 81 percent are not satisfied with the academic performance of Muncie Schools. This dissatisfaction may be the result of the disappointing standardized test results.

One response to this dissatisfaction, as seen by the survey participants, is more school choice for parents. Almost nine of ten (or 88%) supported the concept that more school choice should

be available to parents. The survey also suggests that Muncie residents are reasonably familiar with charter schools even though none have opened yet in Muncie. 68% of the residents were familiar with them.

Finally, of those familiar with charter schools, a vast majority -- 87% -- had either a favorable or somewhat favorable opinion of charter schools.

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)
Iry Hogan	Foundation board president, owns medical transport and trucking business; also founder and pastor of New Kingdom Builders Church and Daycare	Board president
Tom Hickey	Owner of T&H Sweeper Company, which operates four stores with a staff of 28 employees	Board member only
Georgia Clayton	Currently called to full-time ministry; formerly a teacher in Los Angeles and Muncie	Board member only

Larry New	Owner of two retirement homes: one in Muncie and one in Anderson	Board member only
Chramaine Haskins	Administrator at <i>Anderson Herald</i> newspaper	Board member only

b. Founding Group Origin:

Mr. Hogan applied for a charter in an earlier proposal. Other board members became interested in school choice and establishing a charter school in Muncie.

c. Proposal Development:

We initially planned to use Edison Learning as the schools education service provider. Later the group became aware and familiar with the new, two-campus elementary school proposed by the Anderson Preparatory Academy. Much of the proposal reflects the desire to bring this Anderson model to the Muncie area. Many people and sources contributed to the writing of the proposal, including board members, interested individuals, vendors, people working on other current and past charter applications, and other sources.

d. Previous Submissions

In 2009, a group -- that did not include Mr. Hogan -- submitted a charter proposal for a Military-oriented charter school in Muncie. In 2010, Mr. Hogan re-formed the board and submitted a new Military-oriented charter school proposal. Both submissions were unsuccessful with the Ball State charter school office. No specific reasons were given for the rejections.

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.

The Muncie ADM tuition support for 2011 is \$6378, and was \$6514 in 2010. The Delaware Community School Corporation ADM tuition support for 2011 is \$5242, and was \$5273 in 2010. The fiscal impact on area schools is difficult to judge. Area schools have been closing school buildings as populations decline and area students enroll in different schools. This process will likely continue.

5. Education Management Organization

a. Name of the Organization:

N/A

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

N/A

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

N/A

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

N/A

e. Attach Draft management contract or term sheet

f. Attach Due Diligence Questionnaire completed by the EMO.

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

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

Education

6. Education Mission Goals

a. Mission statement:

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

- Core philosophy or underlying purpose of the proposed school

The mission of the Delaware Academy is to provide a safe, disciplined, structured and creative environment preparing students to strive toward a goal of academic excellence while nurturing diverse individual student interests, fostering the desire for learning, and developing those cherished principles and values of leadership, character, patriotism, and respect for self, family, community, and country.

It is our vision and purpose that through education and training we will empower young men and women to be successful leaders academically and socially in a globally competitive world of the 21st Century. We believe that public education can provide the foundation and training necessary to turn today's youth into tomorrow's leaders.

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

At Delaware Academy, we believe in a combination of: well-prepared teachers who work in a professional environment, high expectations for behavior and achievement, and a relentless approach to helping students reach those standards. Our teachers will create learning environments that are inclusive of all students, are characterized by engaging instruction that meets the needs of all learners, and show the students how knowledge is interconnected between academic subjects.

We will work in close collaboration with parents/guardians and community agencies to ensure that the students' non-instructional needs are met. Through the use of class meetings and other class structures, we will promote an environment that builds a community of learners who support each other in their learning and where each student feels he or she is an important member of the community. The environment that we promote will include opportunities for teachers to build a professional learning community engaged in the important work of changing students' lives by doing whatever it takes to ensure each student's academic success.

We also believe that it is the school's responsibility to attend to a student's character development in a meaningful way through explicit instruction, positive reinforcement, and opportunities for students to put good intention into practice through the implementation of a comprehensive character

education program focused on the core values of Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity.

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.

Considering the lack of educational achievement of our demographic area (see data included elsewhere – question: #1c), the school is designed for building young lives to appreciate education in an atmosphere of low socio-economics and opportunity.

There will be an emphasis on mentoring and nurturing students. We will build students around the three “B”’s; BELIEVING in self, BELIEVING in achieving, and BELIEVING in excelling.

Instructional methodology will building learning and focus upon reading and mathematical skills. Infusion of critical thinking and problem solving skills will be utilized throughout the school. Building the spirit of collaboration and teaming will allow for students to work within the critical thinking and problem solving methodology.

It is important that individualized and differentiated instruction be used throughout the school’s methodology. As well, enrichment and accelerated areas of the curriculum will advance students as their abilities are recognized and identified.

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

1. **Customer Service:** Recognize that Delaware Academy is a school of choice and therefore we will be responsive to the needs of parents, students, teachers and external partners.
2. **Parent Satisfaction:** In the first year of operating the Delaware Academy we will introduce the Harris Interactive customer satisfaction survey to assess parent, student, and teacher satisfaction with the school and its work. Satisfaction on this survey is rated on a scale of A to F. The 2011-2012 survey will provide baseline data to measure progress for subsequent years. Our goal is to use the data to inform planning to improve the satisfaction ratings to reach and be sustained at a rate that is 10% higher than national averages.

c. School Demographics:

Describe your intended student population.

The charter school will probably reflect the current demographics of the Muncie and Delaware Community School Corporations (see attached data in part 11).

- 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-5	K-5	K-5	K-5	K-5
Total Number Of Students	396	396	396	396	396
Student to Teacher Ratio	22 to 1	22 to 1	22 to 1	22 to 1	22 to 1

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

b. Measurable Goals

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

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

<p><i>Daily Attendance</i></p> <p>Goal: The Delaware Academy will meet or exceed attendance rates of 90% in the first year of operation and increase the rate each year to a minimum goal of 95% by year 5.</p>	<p>Measures:</p> <ol style="list-style-type: none"> 1. Each year, the School will seek to improve upon its prior year average daily attendance rate until it reaches 95%. The average daily attendance rate of the first year of the school will serve as the baseline measure, and progress will be made in terms of improving the average daily attendance rate until it reaches 95%, after which the average daily attendance will not drop below 95% for the life of the charter. 2. Each year, the School's average daily student attendance rate will meet or exceed the state's average daily attendance rate for elementary schools.
<p><i>State Tests</i></p> <p>Goal: The Delaware Academy Students will demonstrate increasing proficiency related to English Language Arts, Math, Science and Social Studies.</p> <p>GOALS: NWEA testing: Fall testing of students will provide an accurate benchmark of performance. Spring testing will allow for student achievement assessment. NWEA allows 4 tests for their initial cost package.</p> <p>Measure: scores can show student improvement we will attain 75%</p>	<ol style="list-style-type: none"> 1) Measure: During the life of the charter, the school will demonstrate reasonable progress on the ISTEP+, Math, Science, and Social Studies in grades 3-5. Reasonable progress is defined as producing average gains across all grades and subjects that are larger than comparable schools' gains (schools within +/-10% of the School's % FRPL and % Minority). 2) Based upon student assessment data (ISTEP+, end-of-course assessments, NWEA multiple testing, school performance / mastery data, we will have an immediate indicator of where a student lies in mastery of Indiana Academic Standards and we will take immediate action (remediation if needed) to bring our students needing such

<p>of students above mean per grade. <u>ISTEP+ testing</u>: Spring for all grade levels assessed by IDOE. We will show 70% of our students in the second year of the academy are at or above grade level mastery.</p> <p>Measure: % Passing English/Language Arts (ELA); % Passing Math; and % Passing both. Also we will measure the % of students in Pass + for each area.</p>	<p>assistance to grade level / mastery.</p>
<p><i>Diagnostic Tests</i></p> <p>Goal: The Delaware Academy Students will demonstrate increasing proficiency related to English Language Arts and Mathematics.</p>	<p>Measure: Students in grades 3-5 will take the Terra Nova/CTBS each Spring. Beginning in the second school year, successive grade-level cohorts of students will demonstrate no less than an average of one year of growth based on Terra Nova NCE scores (one year of growth defined as maintaining NCE score from spring to spring)</p> <p>Students in grades 2-5 will take the Benchmark Assessments in reading and math. Administrators and teachers will monitor the formative assessment results and make informed instructional adjustments for individual students and for groups of students (classes, grade levels, sub-groups, as appropriate). Benchmark results are not used to grade students but to aid in goal setting, grouping, and instructional adjustment. The measurable goal for Benchmarks is to ensure high-levels of quality participation to ensure reliable, cumulative, actionable data. Our goal is that every student in every class at every eligible grade level will participate, and for teachers to regularly collaborate in data review and instructional planning.</p>
<i>Matriculation</i>	N/A
<i>Graduation</i>	N/A

<p><i>Teacher Retention</i></p> <p>Goal: Teachers will express satisfaction with the school and their working environment.</p>	<p>Measure:</p> <p>1. Each year, teachers will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring. On the measure of career satisfaction, teachers will set a baseline Harris score in its first Spring (in the percentage of teachers rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.</p> <p>Measure: Each year the school will retain 90 % of teachers rated competent or higher.</p>
<p><i>College Placement</i></p>	<p>N/A</p>
<p><i>Parent Satisfaction</i></p> <p>Goal: The Delaware Academy parents will express a high satisfaction rating with the school.</p>	<p>Measure:</p> <p>1. Each year, parents will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring. On the measure of overall satisfaction, parents will set a baseline Harris score in its first Spring (in the percentage of parents rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.</p>

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

The school will use resources such as Title I and tutoring programs to assist students identified as working below expected grade level state standards. We desire a strong program for identifying and meeting the needs of special needs students. A strong Special Education program (as described) will be implemented. It has discovered that many students have been neglected in identifying speech and hearing needs. Professional staff will work to identify and work with such students.

- 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.

It is important that individualized and differentiated instruction be used throughout the school's methodology. As well, enrichment and accelerated areas of the curriculum will advance students as their abilities are recognized and identified.

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

Research from the School of Education, University of Albany, New York has concluded in their Best Practices study for successful elementary schools. We will implement the elements of;

- Vision of the school as a family
- Clear learning objectives
- Excellent instruction
- Targeted programs and assessments
- Intervention and support
- Small group instruction replaces large group lecture.
- Education must be personalized through projects that result in learning the standards.
- Differentiated instruction is required for all students.
- Students move at their own pace with 80% mastery required for each skill in sequence.
- Progress is reported in grade equivalence and letter grades in elementary school.
- Hands on experiential learning is expected for off computer teacher directed lessons.
- Portfolio assessment ensures that students have the skills for life.
- All learning should be compatible with brain research.
- The following features of Optimal Learning Environments should be incorporated:
 - Student choice
 - Student centered
 - Whole-part-whole approach
 - Active student participation
 - Focus on ideas before mechanics
 - Authentic purposes for learning
 - Immersion in language and print
 - Teacher and peer demonstrations
 - Approximation
 - Immediate response (During planning and presentation stages)

Classrooms as learning communities (Students share in the development and presentation of projects.)
High expectations

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

- Direct Instruction: Teacher facilitates and evaluates
- Project-based learning: standards based and personalized
- Computer based: Assessment and formal classroom progress
- Final advancement procedures: Written formal evaluation with prescription

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

- Use of continuous improvement techniques and feedback mechanisms for all assessment results:
- Use NWEA to measure general growth.
- Use ISTEP+ scores to confirm master and needs for improvement for each student
- Use ISTEP+ scores to target small group instruction for shared needs
- Develop use of Acuity for formative assessment on an ongoing basis

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.

Common sources for lessons and Assessments:

TEXTBOOKS:

Math: Scott Foresman K-5

Reading / Language: SRA Open Court 1-5

Saxon Phonics K-1

McGraw Hill – grammar 2-5

Science: Scott Foresman K-5

Social Studies: Scott Foresman K-5

- Odyssey Software
 - Lessons can be given straight from the Odyssey curriculum using the small group center and LCD projector
 - Lessons can be focused on group needs with follow up done by the individuals during the computer based rotation
- Follow Indiana Standards that are a common core for all students

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

The curriculum and instructional methods were picked to allow successful implementation of the school's mission.

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

Management to ensure Indiana standards compliance:

- Use the standards checklist to record progress on Indiana standards
- Develop project library in electronic portfolio

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.

Direct instruction by the teacher facilitator will follow Odyssey Software, which is the source for lessons and assessments. This is central for all teachers to know and use. The cost of this software is unknown at this time but has been used by many other schools.

Technology

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

Media and technology room layout for best practices

- Computer center for individualized learning
- Teacher small group instruction center
- Independent study for project based learning and hands on learning activities

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

Internet Delivery of Instruction:

- Computer based Instruction: Individualized based on instructional grade level
Compass Odyssey Software – K-6 (Aligns with NWEA)
Standards generated prescriptive lessons
- Electronic Tools:
Word processing
Spreadsheets
Graphic presentations: Power Point and beyond

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

Successful schools are a partnership between the school and parents. The

school will have an active parent group working with the school to bring about a pro-active relationship toward education. A strong home to school communications is also vital toward student success. The school will use tools already being implemented to bridge this communications link. We plan an immediate on-line link between the school and its families where-by parents can find information daily such as homework, grades, attendance and discipline. All faculty blog weekly expectations. Faculty strive to make parental contacts via e-mail, telephone, or written communication if there should be a need for one-to-one contact. Several model schools utilize a contractual commitment to secure a parental commitment to their child's educational process. This is a strong consideration for implementation.

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

The first year budgeted amount for computer hardware and software is \$25,592. Additional related costs include staff and consulting fees for technology or teacher training.

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).

1. Use of the stages of learning: We will focus on the stages of learning as entry, acquisition, proficiency, maintenance, generalization, and application. The classroom will focus on critical thinking and problem solving using acquired skills.
2. Our school model stresses problem solving and critical thinking so our students engage in oral presentations and feedback within a small group setting or one on one. They are encouraged to keep track of their quiz and test scores in the computer based curriculum that we use. We want them to say: "Hey, I moved my score in main idea from a 50% to an 80%." They print out their own scores, evaluate them, then turn them in. (The computer maintains continuous progress monitoring that staff, students, and parents can see.)

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

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

11. Special Populations – Anticipated Needs

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

When a student with a disability enrolls in the school will utilize a case conference committee to identify the student's current level of functioning and educational needs. The school will then provide the necessary supports to ensure the student's IEP is fulfilled. The special education professional will develop a program for each special education student addressing their special needs. An Individual Educational Plan (IEP) will be written and implemented. All IEPs' from other schools will be reviewed and assessed to meet our program. Such IEP's will be viewed prior to the start of school with case conferences held as soon as possible, preferably before school starts.

IEP's will be constructed using the ISTART 7 on line system through the Indiana Department of Education. Staff that will be contracted or employed will have to be experts in the use of this system. General education teachers will have quick access to information about IEP accommodations for each student. The ISTART7 IEP requires adherence to Article 7 rules by design.

WINGS Accelerated Program

Grades 4 and 5

Selected students in 4th and 5th grade will be invited to participate in the high ability program called WINGS. (Working with Individual Needs of Gifted Students) WINGS is designed for cadets that qualify and have the need to be challenged. Students are to be selected using the following criteria:

Students who are invited to the program must meet the following criteria:

1. At or near Pass+ on ISTEP Math and Language.
2. At or near 95th percentile on NWEA tests in Reading, Math, and Language.
3. 3.5 GPA or above

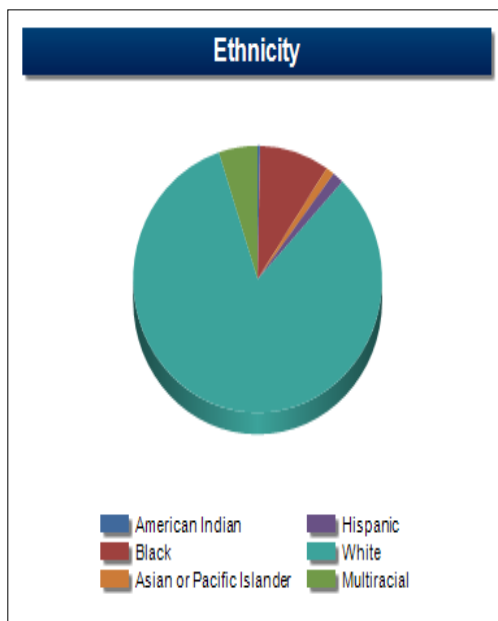
4. Must have a positive general education classroom teacher recommendation.

Additional requirements:

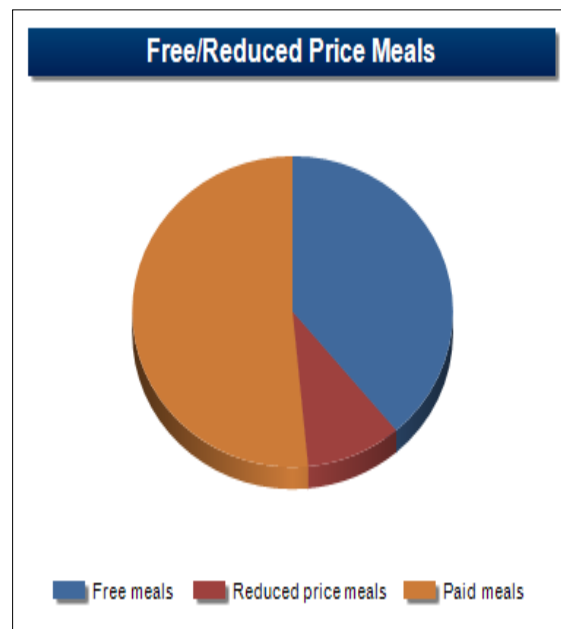
1. Student must need a challenge over and above the general education curriculum.
2. Student must be able to work independently and balance the requirements of WINGS and the regular classroom.
3. Students must maintain quality effort and results to remain in the program.
4. Students must successfully complete orientation to WINGS.

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

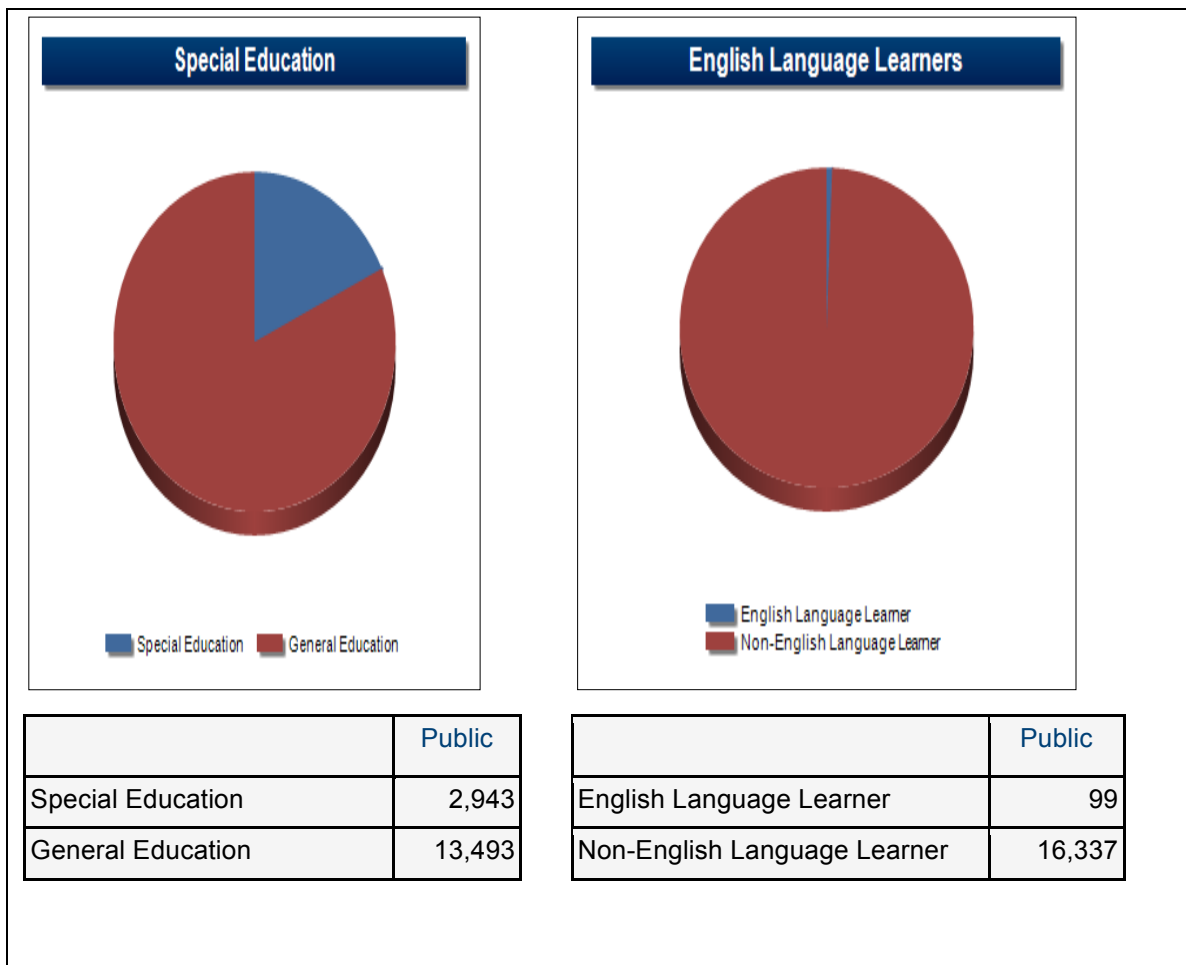
Delaware County (source: IN DOE):



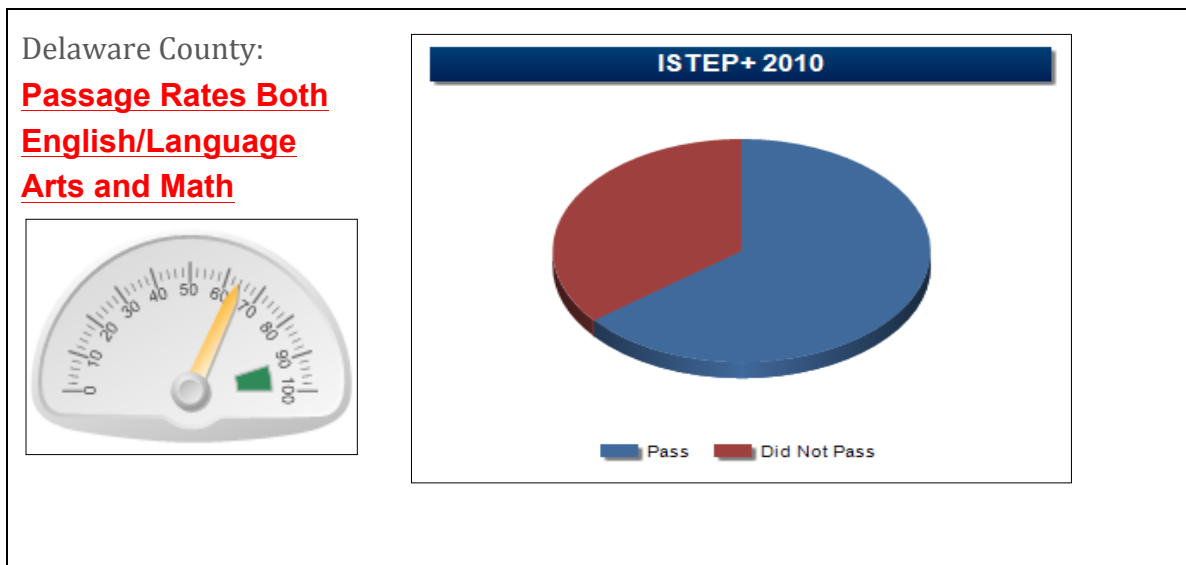
	Public
American Indian	50
Black	1,491
Asian or Pacific Islander	181
Hispanic	240
White	13,644
Multiracial	830

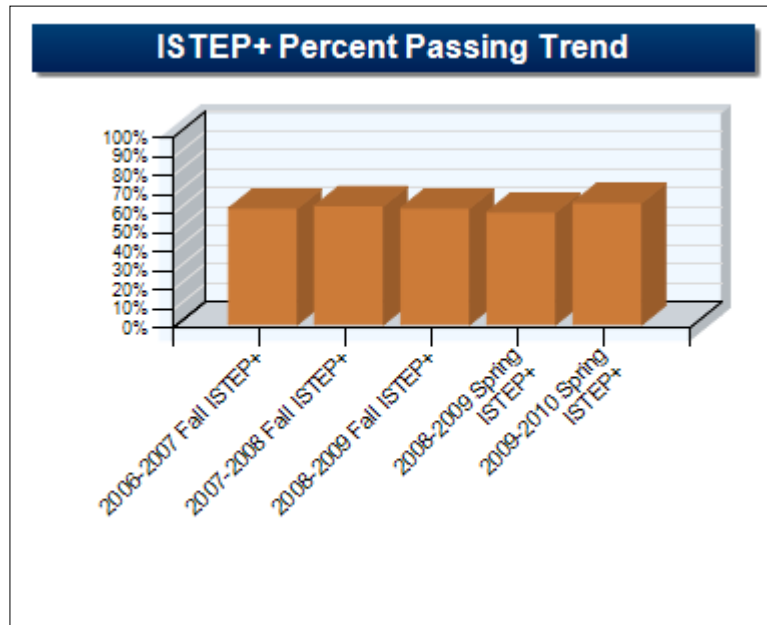


	Public
Free meals	6,382
Reduced price meals	1,582
Paid meals	8,472



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





ISTEP+ data are only displayed for schools that educate students in grades 3-8.

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

Although county schools perform better than Muncie schools, the academic performance perception in the community matches the data in which the Muncie Community School District ranks at the bottom of the state in academic performance: e.g., ranking 288 of 295 Indiana school districts in composite ISTEP English and Math pass rates.

12. Serving Special Populations

Identifying and Serving Special Needs

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

The school case conference committee will determine the level of support needed by each special needs student. Support includes but is not limited to:

- Special Education Administrator (licensed and experienced special education teacher); using available consultation with licensed Indiana Director of Special Education
- Speech Language Pathologist; contracted services
- School Psychologist; contracted services
- Part-time or full-time personnel serving the needs of special needs students, including:
 - ❖ In year one, full time Teacher(s) of Record: Licensed to teach (Mild Disabilities) and other exceptionalities through contracted services as needed) and will develop individual IEP for each classified student. They will work with the case conference committee (511 IAC Article 7), communicate information with general faculty, and supervise needed support and perform any other task assigned by the Special Education Administrator.
 - ❖ As needed based on case load: Special Education Instructional Assistant: Will provide assistance to students in a small one-on-one environment, will assist in monitoring IEP compliance, and will perform tasks assigned by the Special Education Teacher.

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

SPECIAL NEEDS POPULATIONS: Exceptional Learners Program

English Language Learners: The school will work to meet the needs of ELL students assisting them to maintain academic progress while they are learning English. It is recognized that each student must become English proficient to be successful ultimately. Spanish instruction beginning with an emphasis on speaking is integral to our educational program. Children with ESL needs will have a plan developed based on research through resources with the Indiana Department of Education if necessary. Training will be provided for all personnel in the provision of an environment that is welcoming and productive. Every attempt will be made to hire bilingual staff. ESL software will be acquired after research and testing that it is the highest quality and will provide, as in all academics, an individualized approach to English acquisition. Ellis Second Language software has proven successful and is an example of the software that can be used to assist ELL students to learn English.

Indiana Department of Education guidelines will be used for the model program as well as applicable federal requirements.

Students with disabilities: The school will make use of the flexibility provided by the revised Indiana Article 7 rules that made the state consistent with IDEA federal regulations. The revisions went into effect on August 15, 2008. The school will employ or contract services for the direction of its special education program and will use resources and share personnel as needed with area schools. Such services presently include certified teachers of records for special education, instructional support staff, contracted speech language pathology services, data system compliance with DOE and psychometric services with Indiana certified school psychologists. The school will have the added benefit of the part time services of an experienced licensed Director of Special Education for consultation and professional development. Contractors have already agreed in principle to serve the school for those services as described and are currently providing support.

Gifted Students: Selected students in 4th and 5th grade will be invited to participate in the high ability program called WINGS. (Working with Individual Needs of Gifted Students) WINGS PROGRAM DESCRIPTION:

Grades 4 and 5:

- Cadets will have WINGS activities and assignments given by the classroom teacher and monitored by the WINGS mentoring team.
- WINGS activities and assignments will be part of the regular classroom grades and will replace selected classroom assignments and not done in addition to regular classroom work. (Students will do DIFFERENT challenging custom assignments instead of MORE assignments.)
- Weekly WINGS meetings will be conducted as mini-classes during each week for additional activities that will bring high ability students together for sharing and supporting members of the program.

An end-of-the-year special field learning experience will be designed by staff and students and serve as a culminating activity for WINGS.

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

The school seeks to achieve a demanding traditional education, which stresses high academic achievement in a structured and disciplined atmosphere. This opportunity provides a fresh, very focused and intense alternative for students. All students will be held to the same standards at the school. Appropriate strategies and assistance will be provided where needed on a case-by-case basis according to each individual IEP. A licensed special education specialist will be responsible for ensuring compliance with state and federal special education regulations, policies,

and reporting.

See: Vaughn, S. and Bos, C. (2009) *Strategies for Teaching Students with Learning and Behavior Problems* 7th ed. Upper Saddle River, New Jersey Pearson Prentice Hall.

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

Students will be monitored by the special education staff on a daily basis through use of an On Line Progress Report System that will list daily assignments, grades, and progress towards goals. Parents will have the same access through the use of the system.

- 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.

To ensure that Article 7 compliance occurs, staff experienced with and responsible for CODA reporting to the Indiana Department of Education will be part of the team. To work with students that have need for support that are not identified formally as special education, we will follow the RTI (Response to Intervention) as required by Article 7. Such students will be immediately identified through daily review of the On Line Progress System with school-wide monitoring by the Special Education Administrator. This approach utilizes collaborative or consultative problem-solving mechanisms to design and implement effective interventions within general education for students who are experiencing difficulties. RTI utilizes the systematic approach of 1) identifying and analyzing the problem, including collection of baseline data; 2) generating possible strategies for interventions; 3) implementing an intervention plan; 4) monitoring student progress to determine success; and 5) reviewing and revision plans as needed.

- 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.

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.

Discipline plan and procedures

- Use school-wide discipline plan.

We are a school and there are clear consequences for behaviors, both positive and negative. Our students are allowed to use learning as a reward. They can access problem solving or simulation games that practice the skills they have acquired.

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

See: Vaughn, S. and Bos, C. (2009) *Strategies for Teaching Students with Learning and Behavior Problems* 7th ed. Upper Saddle River, New Jersey Pearson Prentice Hall.

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

Having clear consequences for positive or negative behavior is incorporated into our mission features of our optimal learning environment:

- Student choice
- Student centered
- Active student participation
- Authentic purposes for learning
- Teacher and peer demonstrations
- Immediate response (During planning and presentation stages)
- Classrooms as learning communities (Students share in the development and presentation of projects.)
- High expectations

Student motivation

- Work to link student interests to independent projects and mini-projects
- Work on life skills that are part of student transition plans including the senior portfolio skills

14. Professional Development

Staff Experience and Expertise

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

The first task of the board is in the hiring of a fully licensed and highly qualified principal. Outside organizations may be used to assist in this process, since it is the most important task the board undertakes. Once hired, the principal will work in concert with the board and outside contractors/consultants to hire the faculty. Each will need to be fully licensed and certified by the State of Indiana to teach in the grade levels or content areas where he/she will be assigned. Highly qualified teachers will be given priority in the process. We realize that this is the most important component for the success of our school. Each teacher will be an employee of the school. It will be a requirement for all core content teachers to meet the NCLB conditions of being "highly qualified" with their Indiana licenses during the employment process. The board, principal, and outside contractors/consultants will support and facilitate this process in every appropriate manner.

Professional Development Plan

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

The students surveyed stated that teachers make or break a school and the main qualities needed by teachers according to the students were: (1) That they possess a knowledge of their subject, (2) That they utilize multiple methods of instruction making the class interesting, and (3) That they have a sincere interest in their students. We will conduct a broad search for teachers and will provide those hired with the support and resources to be successful, including professional development opportunities, conference opportunities, and planning time.

In order to satisfy NCLB and Indiana Public Law 221 all school faculty will be teacher certified and licensed in the state of Indiana, and that every license is current and active. We will seek HQT with dual certification especially in the area of Special Education. By seeking such staffing we will better utilize the new laws being implemented for the utilization of our special education teachers such that inclusion and service delivery will be better implemented within the classroom.

All faculty and staff will have criminal background checks on file.

We believe it is imperative that the faculty understand and believe 100% in the mission and vision of the school and have a sincere love for their students' success. There is simply no

room on the faculty of the school for anything less.

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

Perhaps the most powerful professional development happens in team meetings attended by all professional staff. This time allows teachers to build professional learning communities by collaborating with their team members. The teams are lead by Lead Teachers who work closely with the principal to establish team priorities and to secure resources and support, ensuring this time is meaningful for all team members. As such, this process becomes a significant part of the daily culture of the School. It is the foundation for the development of a professional learning community and establishes the expectation of regular and ongoing professional growth for all teachers and the principal.

c. Explain the system for ongoing staff development.

Ongoing Training

In addition to conferences and on-site training sessions, the school will support a planning and school structure that enables each site to develop its own internal capacity for sustaining ongoing professional development. This program aims to help schools assess the professional needs of staff and to work with the school to ensure those needs are met. In addition to regular professional development days scheduled throughout the year, an intentional schedule design will help the school realize daily periods for teams to meet in professional communities.

In the years following the launch of the school, teachers new to the school will be trained in school expectations, learning environment, and instruction at a summer conference. The learning environment training is focused on helping the school build a positive and intentional environment for students.

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

We will survey our teachers regarding job satisfaction and use those reports to implement improvements. A committee will assist school administration in finding and hiring the very best candidates. It must be made very clear that there is a distinction between teachers who hold simply “teacher certification” and are “licensed” and teachers of “quality”. Simply holding credentials is not an indicator that a teacher is a “quality” teacher. Thus, it is vital that we screen, interview, check prior employment, and utilize every professional means in order to select the very BEST teachers for our students.

- 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.

The lead teachers will work with the principal, and the leadership team to support staff in designing how professional development resources are to be used during these professional development periods. In addition to these reviews of professional development budgets, formal form requests for professional development, ongoing mentoring, coaching, and support will be provided on site by the school's support staff. A professional development overview that includes sessions delivered during the school's first year can be provided upon request.

15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

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

As do some other charter schools, we hope to find a childcare provider that will contract with parents to provide before and after school care at the school facility. This service could start from 6:30 a.m. in the morning until 6:30 p.m. after school. Financial aspects of the program would be between the childcare provider and the parent. In other charter schools, this service has been a great success.

Other co-curricular and extracurricular programs will be evaluated as well as they are identified. We will encourage as many partnerships (YMCA, Boy Scouts, etc.) as possible.

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

We hope to keep fees as minimal as possible.

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

N/A

16. Transition Plan

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

The school will use resources such as Title I and tutoring programs to assist students identified as working below expected grade level state standards.

It is important that individualized and differentiated instruction be used throughout the school's methodology. As well, enrichment and accelerated areas of the curriculum will advance students as their abilities are recognized and identified.

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

Kindergarten will infuse elements of social skills development and school adaptation including developmental approaches to following directions, working with others, fine motor skills development, and physical gross motor skills development.

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.

Successful schools are a partnership between the school and parents. Faculty members strive to make parental contacts via e-mail, telephone, or written communication if there should be a need for one-to-one contact.

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

Several model schools utilize a contractual commitment to secure a parental commitment to their child's educational process. This is a strong consideration for implementation.

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

A strong home to school communications is also vital toward student success. The

school will use tools already being implemented to bridge this communications link. We plan to have an immediate on-line link between the school and its families where-by parents can find information daily such as homework, grades, attendance and discipline. Faculty can also blog weekly expectations.

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

As a school of choice, the school will advertise its programs and how parents, others in the community, and community partners can become involved.

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

The school will have an active parent group working with the school to bring about a pro-active relationship toward education.

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.

As mentioned above, the school would like to find a pre-school and after-school partner to provide care to students prior to and after school. No cost is expected.

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

The purpose of partnerships is to extend the services, or enrich the experiences of the students.

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.

With oversight by the authorizer (Ball State), the board empowers the school's director to carry out the board's vision. Staff and vendors operationalize this vision at the direction of the school's leader.

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

This is a standard organizational structure for a charter school.

20. Governing Board

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

The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified. (See the bylaws of the Muncie Academy Foundation for further 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.

Principal

THE PRINCIPAL AS INSTRUCTIONAL LEADER WILL:

- Set standards for student achievement;
- Provide leadership, direction and support to the implementation of the school’s instructional and program;
- Provide instructional leadership in advancing proven teaching and learning practices;
- Provide leadership in the formulation and annual adjustment of the school’s instructional program;
- Observe – and ensure that teachers observe – instruction regularly;
- Monitor – and ensure that teachers monitor – student growth and achievement;
- Support the development of a network of student support systems;
- Supervise and evaluate staff to ensure quality instruction and student achievement;
- Support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction; and
- Ensure that continuous improvement is guided by student academic standards, school performance standards and concrete data from state and local assessments.

THE PRINCIPAL AS SITE-BASED MANAGER WILL:

- Develop and manage the school budget;
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories and office operations;
- Maintain complete and accurate records of the entire school program;
- Manage student recruitment and enrollment process;
- Recruit, select and hire school staff, including teachers and school-based support staff;
- Continually monitor progress on all measures of school and staff performance;
- Work with lead teachers and professional development specialists to address team needs;
- Ensure a safe and orderly environment;
- Ensure compliance with federal, state and local regulations and policies (unless otherwise waived);
- Establish and maintain close working relationship with the local board of education/trustees; and
- Complete and publicly present the annual partnership school progress report to the school community.

THE PRINCIPAL AS BUILDER OF SCHOOL CULTURE WILL:

- Communicate the vision that supports the partnership school’s goals and articulate the school’s values and model those values;
- Develop a plan for achieving the school’s vision; achieve a common understanding with the community;
- Seek feedback on the progress of the school;
- Serve as a spokesperson for the partnership school in the community and elsewhere;
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence;
- Engage parents and community in planning and implementing programs, including community use of the school site;
- Manage and facilitate group planning and program-solving sessions;

- Build on the strengths of staff; recognize improvement;
- Support and monitor the development of all staff and implementation of program improvements; and
- Provide leadership to the board of friends and the school leadership team

b. Describe the qualifications required for the school leader.

General principal qualifications include:

- Master's Degree
- Education Administrative Certification
- Three to five years' experience in instructional leadership
- Three to five years' teaching experience

Specific qualifications of the school leader are to excel in the qualifications listed above.

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

For selection, the principal must have as many of the following characteristics as possible:

A principal is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the charter school. He or she organizes, administers, supervises and evaluates all aspects of the school design within the charter school and the greater school community. The principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The principal is responsible for planning improvements that directly address Five Points of Accountability: Student Achievement, the School Design, the school's Financial Management, Customer Satisfaction (of teachers, students, and parents), and Operational Excellence (factors like student attendance and teacher turnover that directly affect a school's ability to produce results).

Achievement outcomes in the five points of accountability require strong leadership. We view leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

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

The board will be responsible for selecting a leader, with the help of consultants and other assistance.

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

School Management

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

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

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

N/A

22. Staffing

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

The school hopes to reach its capacity enrollment targets in the first year. Thus, staffing in years 1-5 are expected to be roughly the same.

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.

On November 15, 2006 the Indiana Department of Education submitted to the U.S. Department of Education its "Revised State Extension Plan: Meeting the Highly Qualified Teacher (HQT) Goal. An excellent school depends upon an excellent staff. On February 2, 2007 Robert Guillaume conducted a survey of 60 high school junior and senior students from seven (7) different high schools in east-central Indiana. They were asked: "What one major factor makes school enjoyable." The 100% response was definitive... "Teachers."

We will conduct a broad search for teachers and will provide those hired with the support and resources to be successful, including professional development opportunities, conference opportunities, and planning time. We will seek to retain at least 80% of our teaching staff over the first five years working to build a collaborative faculty who will know and serve its students well.

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

Teacher teams are supervised by lead teachers who work closely with the principal to establish team and school priorities and to secure resources and support.

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.

The annual budget development process will begin with the principal and business managers. In preparation of the annual budget, the principal and business managers will prepare a memorandum of guidance containing basic assumptions for the forthcoming fiscal period and current year-to-date financial data with projections of year-end totals.

At the conclusion of the budget development process, the principal and business managers will present a proposed budget to the finance committee of the Board for review and deliberation. The finance committee will work with school staff involved with the budget to

address any concerns. Once the finance committee approves the proposed budget, it will be presented to the board for approval. All annual budget plans will coordinate with the organizational strategic plan, also approved by the board.

b. School's fiscal procedures.

Financial management oversight will be provided by the Board of Directors, the school's director, and financial management professionals. These groups will work to construct a feasible annual budget and the Board will approve the final budget and any modifications that may be requested throughout the year. The school will keep accurate attendance records on each student. Student revenues are calculated from IDOE figures established for the Muncie and Delaware community school districts. The academy will seek all state and federal funding for start-up and operations. The school will operate utilizing a multi-year financial plan (see budget attachments).

The Finance Committee (to be selected) will have the responsibility of (1) reviewing the operating and capital budgets of the Academy and recommending the same to the Board of Directors, (2) considering and issuing recommendations relating to the financial affairs of the corporation including, without limitation, books and accounts of the corporation, audits, insurance, investments, and the management of endowments and trusts, (3) reviewing the financial feasibility of projects, (4) overseeing fundraising.

The school will ensure viable financial management through several means. The academy plans to use the professional accounting firm, "Bookkeeping Plus" to handle payroll, school financial audit reports, and other financial data. This firm is familiar with charter school finance, state and federal financial requirements and auditing procedures. Bookkeeping Plus -- currently serving more than 40 charter schools in Indiana -- will provide the school with continuous up-dated financial information and help design the school's fiscal procedures. All finances will incur a strict checks and balance system utilizing the school's principal, the business manager, finance committee, and the overall financial management of Bookkeeping Plus.

Resources such as Charter School Service Center (CSSC), other charter schools, and IDOE are professional areas we will utilize to provide information assisting with financial management. We have been in direct communication with individuals in IDOE, Department of School Finance, IDOE Department of Charter Schools and Charter School Finance, to utilize correct state financial data and formulations in calculating our financial data. As well we have and will continue to utilize Indiana Charter School Association information and assistance.

Payroll and Cash Management

All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness shall be signed by such officers or agents of the Academy. The Academy shall

keep correct, accurate, and complete books and records of accounts and shall keep minutes of proceedings of the board and committees. There will be separate funds for restricted contributions and regular accounting reports will be sent to donors and the chartering authority. All school checks written will require the dual signatures of those school persons so designated.

Consultants and Contracts

Delaware Academy has reviewed other contracts used by charter schools and will use standard consulting agreement for all services. Bids will be reviewed before selection as such action is necessary and appropriate.

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

The school will agree to use accounting practices consistent with the Indiana financial accounting practices and will make provisions to have odd year audit conducted by a CPA firm.

The board and the financial management provider will monitor monthly budget statements and will request additional financial information as often as necessary to ensure the school's solvency. The board will obtain an independent audit through an outside CPA firm. The board of directors will be involved in making sure the internal control and safeguarding policies address compliance with all laws and the Muncie Academy By-Laws, conflict-of-interest, segregation of allowable and unallowable costs, signature of authorities, donor intent, timeliness of entries to ensure records and reports are current, government and public access to records, accounting procedures, budget development, and financial reporting.

The Academy recognizes that a charter school is both a nonprofit organization and a public school. The board, working with established financial management will develop procedures that ensure long-term fiscal viability and will follow generally accepted accounting principles and comply with all laws and regulations governing charter schools. The board will play the primary role in overseeing financial strategic planning and assuring the public that its dollars are spent responsibly. The business manager will report regularly to the board about current financial status. A clean audit, Certificate of Good Standing, and clear chart of accounts will serve to document the attainment of these goals. Audits will be conducted every other year by the State Board of Accounts.

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;

The big budget items are staffing, management services, and facilities. Staffing is the largest of all. However, a sufficiently large and qualified staff is critical and consistent with enabling the school's mission and educational program. These program goals and priorities are indeed reflected in the budget.

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

The budget is a conservative scenario, with revenue estimates somewhat understated and expenses stated somewhat high. The budget states revenues and expenses expected over a two-year period. The budget projects a start-up of school operations in the fall of 2012 with a projected enrollment of 396 students. The greatest driver of revenue is the number of students served. This explains the increasing revenue projections over the first several years of operations.

The budget includes a plan to participate in the Common School Loan program, which enables charter schools to borrow funds to pay for the first semester of operations prior to receiving its first State Tuition Support check in January of the following year. This loan is critical to the viability of the school, which would not be able to survive without it. The loan will be repaid over a long-term repayment schedule. This is currently the only loan in the financial plan.

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

CONTINGENCY PLAN

Realizing the reality that a budget is a projection of revenues and anticipated expenditures and is based both upon actual and anticipated data, it is also realistic to consider shortfalls in budgetary projections. Our budgetary figures, especially revenue, are based upon projected enrollment figures and the Muncie and Delaware Community school district per pupil ADM reimbursement figure. Were actual numbers to fall short of our projected

enrollment, cost cutting measures would immediately be adopted. Certain cost factors are “Fixed” costs in operation such as rent/mortgage, risk management, and most utilities. Other cost factors are “Variable” costs to a business operation. The chief variable factor is labor. The first consideration in reducing expenditures is to examine how we might reduce “variable” costs. By reducing the labor force, we would reduce not only the salary base but also all relevant expenses such as benefits and retirement. Therefore, to reduce downside enrollment and reimbursement rate risk, the school will do as much as possible to keep fixed costs as low as possible.

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

26. Projected Five Year Budget Plans

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

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

The budget projections for the proposed school's five-year budget show a gradual increase in financial stability and cash reserves. This is because revenue exceeds costs in each year of the pro forma budgets. Budget expenses for years 3-5 reflect the same priorities as the expenses in years 1-2. These expenses support the school's mission and educational program.

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

The budget shows the school maintaining financial health and liquidity over a multi-year budgeted horizon. (See attached spreadsheet pdfs)

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

Again, the two biggest risks are enrollment and reimbursement risks, either the school will not hit enrollment targets or state reimbursement amounts will not be as generous as in the past. With costs controls, and the build up of debt capacity and liquidity reserves, the financial risks to the school should be the greatest in the first several years of operation.

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

Fund-raising Contributions

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

We do not have any donations to the school at this time. Contributions may be forthcoming in the future; however, the financial health of the school does not depend on financial contributions.

27. Insurance

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

Insurance Requirements

1. Real and personal property

General liability insurance is required in the amount of \$2,000,000 aggregate and \$1,000,000 per occurrence, and shall have endorsements, if needed, for the following: (a) coverage for employee benefit-plan administrators; (b) specialized professional liability coverage for persons such as nurses and athletic trainers; and (c) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.

3. Automobile

Automobile insurance is required for any vehicle(s) owned or leased by the school. Coverage shall be in an amount equal to the greater of the amount listed below or the amount 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)

4. School leaders/legal professional liability:

Bd. of Dir. Errors & Omissions: \$2,000,000 aggregate/\$1,000,000 per occurrence

5. Umbrella/excess liability

Umbrella excess liability insurance is required over the general liability policy, the automobile coverage, and the errors and omissions coverage for the board of directors in the amount of \$2,000,000.

6. Workers compensation as required by law.

Insurance expenses are listed on the school's budget (see attachments).

28. 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 Riley and Desoto campuses are ready now except for some cosmetic painting and decorating. No major construction is needed to ready the buildings for operation as a school. The Academy will work with the Delaware County health officials and Mr. Dennis Ehlebs (Indiana Department of Health) to ensure the facility meets all codes for opening as a school.

The rental rate is \$6.50 per square foot, which is below local rental rates. According to a recent Lunsford Muncie Commercial Real Estate survey, the average triple-net/no utilities retail/office lease rates in Muncie area are in the \$8-\$14 per square foot price range.

The monthly rent will depend on the amount of square feet rented in each building. In the Riley building, there is currently a day care, which increases the convenience to our charter school parents. We want the day care to continue in the building. In the Desoto building, we may not need all the space as well, since there are 15 classrooms and we need nine or fewer (depending on enrollments). Assuming the charter school uses 60 percent of the space in both buildings, annual rent would be: $[30,300 \times 0.60] \times \$6.50 = 18,180\text{sf} \times \$6.50 = \$118,170$ per year for the Riley building, and $[33,784 \times 0.60] \times \$6.50 = 20,270\text{sf} \times \$6.50 = \$131,755$ per year for the Desoto building. With both buildings, the cost would be $\$118,170 + \$131,755 = \$249,925$. The monthly lease payment would be $\$249,925/12 = \$20,827$ per month.

The facilities cost per student with the proposed enrollment of 396 students would be \$631 per student, which is well below state and national averages. Nationwide, the average cost for facilities as a percentage of charter school revenue is about 14 percent. With 396 students, our average cost for facilities would run about 8 percent percent of revenue in year two, when the school receives a full year of state tuition support.

- 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 two campuses of the school will be 1) the former Riley Elementary School building at 1901 N. Walnut Street in Muncie, and 2) the former Desoto Elementary School building in rural northeast Muncie at 8400 East County Road 400 North, Muncie, IN 47303. The two campuses are about ten minutes apart from each other. For a parent's convenience, we plan on running a transportation shuttle between the two buildings.

The Riley Campus: With 30,300 square feet, the building has been used as an elementary, alternative school and daycare center since its construction in 1955. As with most schools, the building has classrooms, gym, kitchen, and office spaces. The six-acre site is fenced and includes a baseball field, recreational field, and lots of parking.

Cost is only one part of facility analysis. The other parts are the quality and location of the building. The Riley Campus is centrally located in a quiet neighborhood next to the Minnetistria Cultural Center just north of downtown Muncie and accessible to students from throughout the Muncie area. It is about one mile from the BSU Campus. We believe the building and site will compete well with all but the top charter school facilities in the state.

The Desoto Campus: With 33,784 square feet, the Desoto building has also been used as an elementary school as recently as two years ago. The Desoto building was completely remodeled in 1997 with a multi-million dollar renovation. It is in first-rate condition with all modern mechanical systems and appearance. Just prior to its closing two years ago, the Desoto elementary school was Delaware County's only four-star elementary school.

As with the Riley campus, the Desoto building has classrooms, gym, kitchen, and office spaces. The fifteen-acre site includes a baseball fields, recreational fields, and lots of parking. We suspect there are few – if any – charter school facilities in Indiana better than the Desoto building and grounds.

The quality of charter school buildings nationwide varies greatly. We believe these two sites have the potential to be one of the premier charter school campuses in Indiana. More information -- such as diagrams of the facilities identifying classrooms, restrooms, offices, etc. -- is available upon request.

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

The facilities cost per student of \$631 is well below charter school averages elsewhere.

In Michigan, the average facilities cost per student is \$931. Likewise, the 8 percent percent of revenue (when the school receives a full year of state tuition support) is well below the nationwide average of 15 percent for facilities cost.

These below average facilities costs allow the school to devote more financial resources to other budget items that further enrich the educational quality of the school. Also, the school incurs no long-term mortgage debt, which preserves the school's financial health in coming years.

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

Attach Facility Form 29d as a PDF (Portable Document Form) named, **Attachment 29d – Facility Form**

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

N/A

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

The terms of the lease are detailed in the proposed lease contract, which is available upon request. It is a fairly standard “triple net” (tenant pays utilities, maintenance/improvements, and taxes) real estate lease contract, with one caveat that if we loose our charter from our authorizer, the lease becomes null and void.

The owner of both buildings is Normal City Realty LLC, 1509 N. Kimberly Lane, Muncie, IN 47304. Although the owners of the buildings have been extremely supportive and helpful in the charter school application, no real estate investors serve on our board or plan on taking a job at the charter school. Along with all vendors to the school, they will have to provide a competitive product at a competitive price to retain our business.

29. 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.

Delaware Academy will measure and report progress according to Indiana Code 20-31 and State Board of Education Rule 511 IAC 6.2 (Public Law 221-1999). It is recognized that Delaware Academy is a public school and held accountable to the same criteria as all schools in the State of Indiana.

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

Measure: During the life of the charter, the school will demonstrate reasonable progress on the ISTEP+, Math, Science, and Social Studies in grades 3-5. Reasonable progress is defined as producing average gains across all grades and subjects that are larger than comparable schools' gains (schools within +/-10% of the School's % FRPL and % Minority).

Based upon student assessment data (ISTEP+, end-of-course assessments, NWEA multiple testing, school performance / mastery data, we will have an immediate indicator of where a student lies in mastery of Indiana Academic Standards and we will take immediate action (remediation if needed) to bring our students needing such assistance to grade level / mastery.

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

Measure: Students in grades 3-5 will take the Terra Nova/CTBS each Spring. Beginning in the second school year, successive grade-level cohorts of students will demonstrate no less than an average of one year of growth based on Terra Nova NCE scores (one year of growth defined as maintaining NCE score from spring to spring)

Students in grades 2-5 will take the Benchmark Assessments in reading and math. Administrators and teachers will monitor the formative assessment results and make informed instructional adjustments for individual students and for groups of students (classes, grade levels, sub-groups, as appropriate). Benchmark results are not used to grade students but to aid in goal setting, grouping, and instructional adjustment. The measurable goal for Benchmarks is to ensure high-levels of quality participation to ensure reliable, cumulative, actionable data. Our goal is that every student in every class at every eligible grade level will participate, and for teachers to regularly collaborate in data review and

instructional planning.

d. High school must include graduation rate as indicator.

N/A

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

N/A

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

Each year, the School will seek to improve upon its prior year average daily attendance rate until it reaches 95%. The average daily attendance rate of the first year of the school will serve as the baseline measure, and progress will be made in terms of improving the average daily attendance rate until it reaches 95%, after which the average daily attendance will not drop below 95% for the life of the charter.

2. Each year, the School's average daily student attendance rate will meet or exceed the state's average daily attendance rate for elementary schools.

g. Additional Targets:

- Student recurrent enrollment

The school will attempt to fill each class for a total enrollment of 396 students.

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

N/A

30. Accountability to Sponsor

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

Measurement of Viability:

Measurement of viability will be by review of fiscal policies, the implementation of standardized internal control systems, and demonstration of adherence to generally accepted accounting principles and the Indiana State Board of Accounts. A clean external CPA audit, Certificate of Good Standing, and clear chart of accounts will document the attainment of this goal. Audits will be conducted every other year by the State Board of Accounts.

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

Board meetings will be on a regular basis and conform to all Ball State and charter school requirements.

31. Accountability to Constituents

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

Parents and teachers are two of the main constituents of the school. Data from these two constituents will be gathered to gain suggestions on how to improve:

- Each year, teachers will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring. On the measure of career satisfaction, teachers will set a baseline Harris score in its first Spring (in the percentage of teachers rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.
- Each year, parents will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring. On the measure of overall satisfaction, parents will set a baseline Harris score in its first Spring (in the percentage of parents rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.

- 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.

The school will produce an annual report, detailing the progress and setbacks in achieving its mission and goals. This report will use data gathered throughout the year.

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

The school will communicate its progress towards its accountability plan in its annual report. This information will be shared with stakeholders (parents, teachers, board members, and others).

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.

32. 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**

33. 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**

34. 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**

35. 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**

36. 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**

37. School's Leadership and Teacher Employment Policies

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

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

38. 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**

39. 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**

40. 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**

41. 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**

42. 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**

43. 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**

44. 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**

45. 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**

46. 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**

47. 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**

48. 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**

49. 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**

50. 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**

51. 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**

52. 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**

INDIANA STATE POLICE
LIMITED CRIMINAL HISTORY***To Whom It May Concern:***

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

Name: New, Larry

Birth Date: 10-10-1946

Sex: M

Race: W

Results based solely on information provided.

Information Released To:

Name: Barbara E Hill
Address: 1836 S Patriot Drive
City/St/Zip: Yorktown IN 47396
Phone: 765-759-0230

Date:
09/22/2011

Page: 1

Receipt:
12285101

Operator:
IN.gov

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

Subject of Record

<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Birth Date</u>
New, Larry	W	M	10-10-1946

Results based solely on information provided

~~Secret/Asola~~

Attachment 10b: (Table 10b) Assessment System

<p><i>Daily Attendance</i></p> <p>Goal: The Delaware Academy will meet or exceed attendance rates of 90% in the first year of operation and increase the rate each year to a minimum goal of 95% by year 5.</p>	<p>Measures:</p> <ol style="list-style-type: none"> 1. Each year, the School will seek to improve upon its prior year average daily attendance rate until it reaches 95%. The average daily attendance rate of the first year of the school will serve as the baseline measure, and progress will be made in terms of improving the average daily attendance rate until it reaches 95%, after which the average daily attendance will not drop below 95% for the life of the charter. 2. Each year, the School's average daily student attendance rate will meet or exceed the state's average daily attendance rate for elementary schools.
<p><i>State Tests</i></p> <p>Goal: The Delaware Academy Students will demonstrate increasing proficiency related to English Language Arts, Math, Science and Social Studies.</p> <p>GOALS: <u>NWEA testing</u>: Fall testing of students will provide an accurate benchmark of performance. Spring testing will allow for student achievement assessment. NWEA allows 4 tests for their initial cost package. Measure: scores can show student improvement we will attain 75% of students above mean per grade.</p> <p><u>ISTEP+ testing</u>: Spring for all grade levels assessed by IDOE. We will show 70% of our students in the second year of the academy are at or above grade level mastery.</p> <p>Measure: % Passing</p>	<ol style="list-style-type: none"> 1) Measure: During the life of the charter, the school will demonstrate reasonable progress on the ISTEP+, Math, Science, and Social Studies in grades 3-5. Reasonable progress is defined as producing average gains across all grades and subjects that are larger than comparable schools' gains (schools within +/-10% of the School's % FRPL and % Minority). 2) Based upon student assessment data (ISTEP+, end-of-course assessments, NWEA multiple testing, school performance / mastery data, we will have an immediate indicator of where a student lies in mastery of Indiana Academic Standards and we will take immediate action (remediation if needed) to bring our students needing such assistance to grade level / mastery.

English/Language Arts (ELA); % Passing Math; and % Passing both. Also we will measure the % of students in Pass + for each area.	
<p><i>Diagnostic Tests</i></p> <p>Goal: The Delaware Academy Students will demonstrate increasing proficiency related to English Language Arts and Mathematics.</p>	<p>Measure: Students in grades 3-5 will take the Terra Nova/CTBS each Spring. Beginning in the second school year, successive grade-level cohorts of students will demonstrate no less than an average of one year of growth based on Terra Nova NCE scores (one year of growth defined as maintaining NCE score from spring to spring)</p> <p>Students in grades 2-5 will take the Benchmark Assessments in reading and math. Administrators and teachers will monitor the formative assessment results and make informed instructional adjustments for individual students and for groups of students (classes, grade levels, sub-groups, as appropriate). Benchmark results are not used to grade students but to aid in goal setting, grouping, and instructional adjustment. The measurable goal for Benchmarks is to ensure high-levels of quality participation to ensure reliable, cumulative, actionable data. Our goal is that every student in every class at every eligible grade level will participate, and for teachers to regularly collaborate in data review and instructional planning.</p>
<i>Matriculation</i>	N/A
<i>Graduation</i>	N/A
<p><i>Teacher Retention</i></p> <p>Goal: Teachers will express satisfaction with the school and their working environment.</p>	<p>Measure:</p> <ol style="list-style-type: none"> 1. Each year, teachers will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring.

	<p>On the measure of career satisfaction, teachers will set a baseline Harris score in its first Spring (in the percentage of teachers rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.</p> <p>Measure: Each year the school will retain 90 % of teachers rated competent or higher.</p>
<i>College Placement</i>	N/A
<p><i>Parent Satisfaction</i></p> <p>Goal: The Delaware Academy parents will express a high satisfaction rating with the school.</p>	<p>Measure:</p> <p>1. Each year, parents will express satisfaction with Delaware Academy based on the Harris Interactive survey, which will be administered each spring. On the measure of overall satisfaction, parents will set a baseline Harris score in its first Spring (in the percentage of parents rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.</p>

Attachment 12f: (Table 12f) Personnel for Special Populations

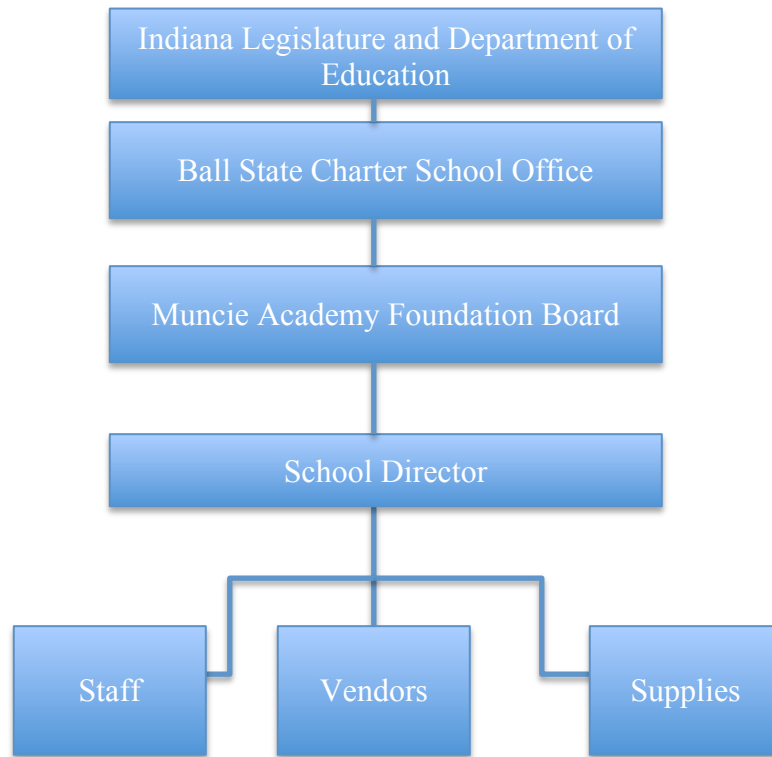
- Special Education Administrator (licensed and experienced special education teacher); using available consultation with licensed Indiana Director of Special Education
- Speech Language Pathologist; contracted services
- School Psychologist; contracted services
- Part-time or full-time personnel serving the needs of special needs students, including:
 - ❖ In year one, full time Teacher (s) of Record: Licensed to teach (Mild Disabilities) and other exceptionalities through contracted services as needed) and will develop individual IEP for each classified student. They will work with the case conference committee (511 IAC Article 7), communicate information with general faculty, and supervise needed support and perform any other task assigned by the Special Education Administrator.

As needed based on case load: Special Education Instructional Assistant: Will provide assistance to students in a small one-on-one environment, will assist in monitoring IEP compliance, and will perform tasks assigned by the Special Education Teacher.

Line item in Budget: (see personnel and contracted services in budget for more information)

Attachment 19a – Organizational Chart

Chart 19a: Organizational Chart



Attachment 2: Attitudes towards the Charter

Table 2

Question	Yes	No
1. Are you satisfied with the academic performance of Muncie Schools?	19%	81%
2. Should parents have more choice about where to send their children?	88%	12%
3. Are you familiar with charter schools?	68%	32%
4. If you are familiar with charter schools, how would you rate them?		
a. Favorable: 32%		
b. Somewhat favorable: 55%		
c. Unfavorable: 13%		

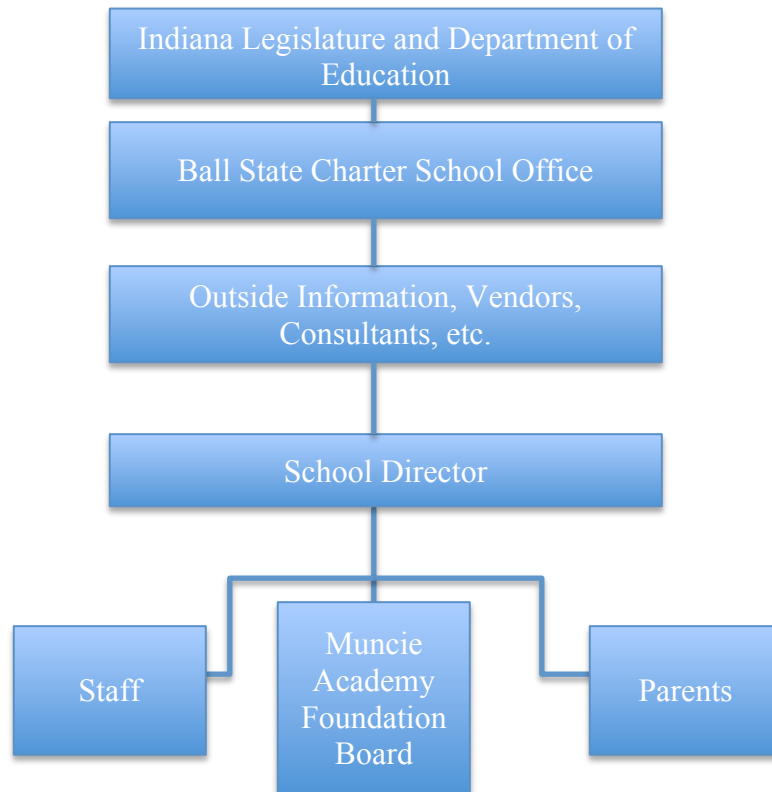
As the table indicates, the academic performance of Muncie schools does not appear to be satisfactory to most Muncie citizens. 81 percent are not satisfied with the academic performance of Muncie Schools. This dissatisfaction may be the result of the disappointing standardized test results.

One response to this dissatisfaction, as seen by the survey participants, is more school choice for parents. Almost nine of ten (or 88%) supported the concept that more school choice should be available to parents. The survey also suggests that Muncie residents are reasonably familiar with charter schools even though none have opened yet in Muncie. 68% of the residents were familiar with them.

Finally, of those familiar with charter schools, a vast majority -- 87% -- had either a favorable or somewhat favorable opinion of charter schools.

Attachment 20b – Flow of Information

Chart 20b: Flow of Information



Attachment 20c: Articles of Incorporation

Articles of Incorporation Of Muncie Academy Foundation Inc.

ARTICLE I ORGANIZATIONAL

Section 1.1 Name

The name shall be Muncie Academy Foundation, Inc.

Section 1.2 Period of Existence

The period of existence of said foundation shall be perpetual.

Section 1.3 Location

The principal office of the Foundation shall be located at 924 N. Macedonia, Muncie, IN 47303 or such other address within the state of Indiana as authorized by the board of directors.

ARTICLE II PURPOSES

Section 2.1. Nonprofit Purposes

The purpose for which the foundation is organized are exclusively, charitable, scientific, literary and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United State Internal Revenue Law.

Section 2.2. Dissolution

Upon the dissolution of the foundation assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United State Internal Revenue Law, and shall be distributed to the Community Foundation of Delaware County for a nonprofit purposes, except:

- a. *If the University revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.*
- b. *If the Organizer is dissolved, then consistent with Indiana Code 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 be returned to the Department of Education not more than thirty (30) days after dissolution; and*
 2. *All other remaining assets of the Organizer and the Charter School shall be used for non-profit educational purposes.*

ARTICLE III REGISTERED AGENT

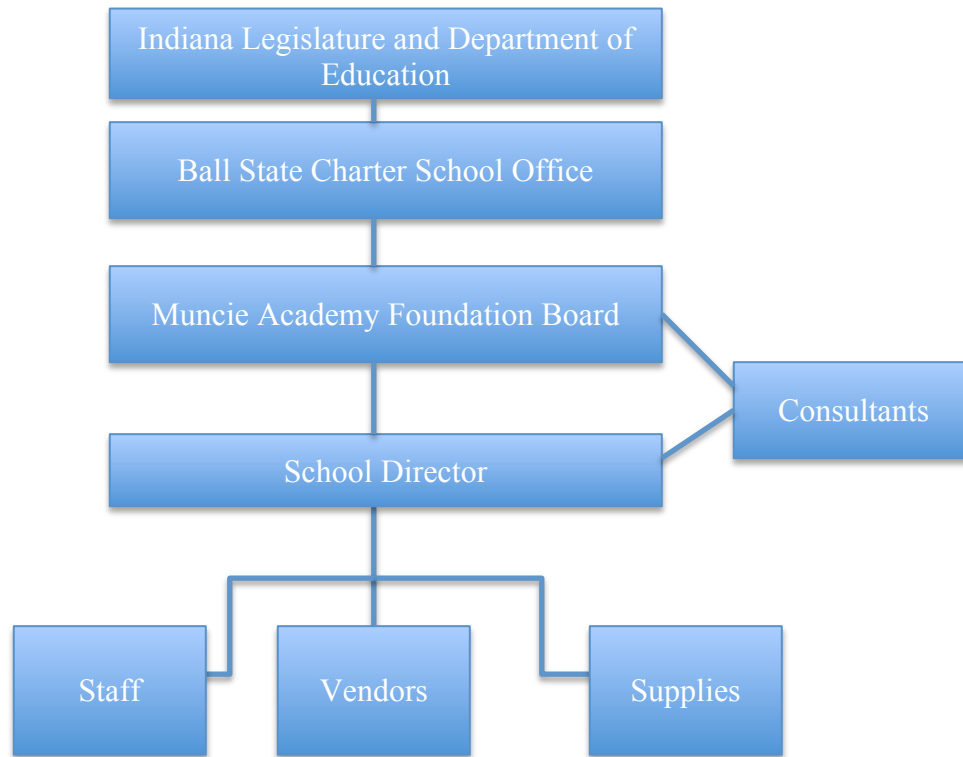
The registered agent for the corporation shall be Iry Hogan, 924 N. Macedonia St., Muncie, IN 47303 or such other agent within the state of Indiana as authorized by the Foundation's board of directors.

ARTICLE IV BOARD OF DIRECTORS

The board of directors shall consist of not less than five but no more than nine persons.

Attachment 21e – De Facto Organizational Chart

Chart 21e: De Facto Organizational Chart



Attachment 22a: Staffing Projections for first year

<u>K-5</u>	Salary	# years 1
Director	80,000	1
Assistant Principal: Team Leaders	60,000	1
Other Administration (business services):	50,000	1
Classroom Assist.: instr. assist. (IA)(Title I)	22,000	2
Clerical: Secretary	26,000	1
Consultants: education/business services	30,000	1
Librarians:		
Overtime Expense:		
Social workers: guidance counselor		
Substitute Teachers:	30,000	1
Teacher: licensed (K-8)	33,000	18
Teacher: licensed (9-12)		
Teacher: Special Ed. (as many as needed)	35,000	1
Teacher: PE/Music-All special areas	33,000	1
Total Teacher Salaries		662,000
Technicians: Food Service	19,000	
Technicians: maintenance	21,000	1
Total Technician Salaries		21,000
Temporary Salaries: e.g., bonuses		
Other Human Resource Expense (Please Describe)		
<u>Total Salaries</u>		1,003,000
Total Number of Students		396

Attachment 22b: Staffing Projections for years 2-5

<u>K-5</u>	Salary	# years 2-5
Director	80,000	1
Assistant Principal: Team Leaders	60,000	1
Other Administration (business services):	50,000	1
Classroom Assist.: instr. assist. (IA)(Title I)	22,000	2
Clerical: Secretary	26,000	1
Consultants: education/business services	30,000	1
Librarians:		
Overtime Expense:		
Social workers: guidance counselor		
Substitute Teachers:	30,000	1
Teacher: licensed (K-8)	33,000	18
Teacher: licensed (9-12)		
Teacher: Special Ed. (as many as needed)	35,000	1
Teacher: PE/Music-All special areas	33,000	1
Total Teacher Salaries		662,000
Technicians: Food Service	19,000	
Technicians: maintenance	21,000	1
Total Technician Salaries		21,000
Temporary Salaries: e.g., bonuses		
Other Human Resource Expense (Please Describe)		
<u>Total Salaries</u>		1,003,000
Total Number of Students		396

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

SCHOOL NAME: Delaware Academy		DATES COVERED: July 1, 2011 - June 30, 2012	
INCOME			
Cash In -- Funding Source	Budget Amount	Description: Specific Source	
State Grants (Please Describe)	150000		
Other Grants (Please Describe)			
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	2000	setting up foundation and contracts	
Accounting and Consulting	1500	setting up foundation books, etc.	
Filing			
Fundraising			
Marketing: Including Printing and Postage	7000	marketing for students	
Rent: Office Space and Utilities	3000	several months rent	
Supplies			
Equipment			
Labor	21500	initial planning staff	
Other (Please Describe)			
TOTAL EXPENSES	35000		

Surplus (Deficit) 115,000

Projected Enrollment:		School Name: Delaware Academy					Dates Covered: July 1, 2012 - June 30, 2013							
396	Description (where requested)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Important Assumption: This budget is for K-5.														
Assumptions are listed here and below the spreadsheet:														
State tuition per ADM for Muncie District in 2010	6,379													
ADM (Ave. Daily Membership) count	396													
State Tuition Support/Basic Grant (ADM amount)	2,526,084													
Loan from Common School Loan	1,452,498													
Textbook Re-imbursement	32,868													
Special Education	71,755													
Full day Kindergarten	1,029													
Title I	284,328													
Title II	30,888													
Fees to students	25													
EMO Fee as % of Revenue	0%													
Rent as % of Revenue	14%													
Rent per student	631													
Textbooks per student	250													
Revenue	1,755,231													
Total loans	1,452,498													
Interest rate on loans	0.04													
Salary inflation/wage adjustment per year (after year one)	1.04													
IN DOE Startup(y1)&implementation(y2&3) grant	150,000.00													
Note: all assumptions and numbers on this budget are projections and, by definition, subject to error.														
CARRY OVER	115,000	1,624,225	1,554,836	1,339,687	1,168,752	1,002,817	942,418	1,090,411	1,159,043	1,228,899	1,298,756	1,368,612	1,439,269	
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)	assume \$11,000 per year	2,000	2,000	2,000	2,000	2,000	1,000							11,000
Food Service	net \$0: \$35/month/child in; \$35/month/child out			13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	138,600
Investment Earnings	none													0
Loan From Common School Loan	see above	1,452,498												1,452,498
Local Share from Auditor	none:100% from State Grants after fall, 2009													0
Other Grants (Please Describe)	Federal Title I-Title IV (see above)				31,522	31,522	31,522	31,522	31,522	31,522	31,522	31,522	31,522	315,216
State Grants (Please Describe)	Imple., Sp. Ed., Textbook, Full K (see above)	150,000					78,037	78,037						156,073
State Tuition Support	Basic Grant (see ADM above)							210,507	210,507	210,507	210,507	210,507	210,507	1,263,042
Transportation	none													0
Other (Please Describe)	fees from students (see above)			9,900										9,900
	Bank Loans	0												0
TOTAL CASH IN (INCOME):		1,604,498	2,000	25,760	47,382	47,382	124,418	333,925	255,889	255,889	255,889	255,889	255,889	3,346,330
II. EXPENDITURES:														
A. Employee Salaries														
Director/Principal	See assumptions below	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Assistant Principal	See assumptions below	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Other Administration	See assumptions below			5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Classroom Assistants	See assumptions below			4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400	44,000
Clerical	See assumptions below	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	2,167	26,000
Consultants (Please Describe)				3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Librarians	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Overtime Expense	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Social Workers	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Substitute Teachers	See assumptions below			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Teachers	See assumptions below			66,200	66,200	66,200	66,200	66,200	66,200	66,200	66,200	66,200	66,200	662,000
Technicians	See assumptions below	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
Temporary Salaries	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Other Human Resource Expense (Please Describe)	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Total Employee Salaries		15,583	15,583	97,183	97,183	97,183	97,183	97,183	97,183	97,183	97,183	97,183	97,183	1,003,000
B. Employee Benefits														
Group Dental Insurance	0.25% of Employee salaries			251	251	251	251	251	251	251	251	251	251	2,508
Group Health Insurance	5.5% of Employee salaries			5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	5,517	55,165
Group Life Insurance	0.5% of Employee salaries			502	502	502	502	502	502	502	502	502	502	5,015
Long-Term Disability Insurance	0.5% of Employee salaries			502	502	502	502	502	502	502	502	502	502	5,015

Public Employee Retirement	5.25% of Employee salaries			5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,266	5,268	
Social Security & Medicare	7.65% of Employee salaries			7,673	7,673	7,673	7,673	7,673	7,673	7,673	7,673	7,673	76,730	
Teacher Retirement	6.5% of Employee salaries			6,520	6,520	6,520	6,520	6,520	6,520	6,520	6,520	6,520	65,195	
Unemployment Compensation	2.5% of Employee salaries			2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	2,508	25,075	
Workers Compensation	3.1% of Employee salaries			3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	3,109	31,093	
Other Employee Benefits	0.5% of Employee salaries			502	502	502	502	502	502	502	502	502	5,015	
Total Employee Benefits				32,347	32,347	32,347	32,347	32,347	32,347	32,347	32,347	32,347	323,468	
C. Rental of Facilities & Utilities														
Electricity		2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	29,400	
Gas, Oil, or Steam Heat		1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,500	
Grass and Tree Services		258	258	258	258	258	258	258	258	258	258	258	3,100	
Internet Access		350	350	350	350	350	350	350	350	350	350	350	4,200	
Mortgage	none	0	0	0	0	0	0	0	0	0	0	0	0	
Rent	\$6.50/per sq. ft. times 38,450 sq. ft.	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	249,925	
Repair & Maintenance Services		400	400	400	400	400	400	400	400	400	400	400	4,800	
Telephone Long Distance		300	300	300	300	300	300	300	300	300	300	300	3,600	
Trash Removal		213	213	213	213	213	213	213	213	213	213	213	2,560	
Utilities	water softener service	125	125	125	125	125	125	125	125	125	125	125	1,500	
Water & Sewer		208	208	208	208	208	208	208	208	208	208	208	2,500	
Other Facilities & Utilities Expense		0	0	0	0	0	0	0	0	0	0	0	0	
Total Rent and Utilities		27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	324,085	
D. Insurance														
Board Errors and Omissions				400									400	
General Liability Insurance		208	208	208	208	208	208	208	208	208	208	208	2,500	
Health Insurance	listed in employee benefits													
Property & Casualty Insurance		242	242	242	242	242	242	242	242	242	242	242	2,900	
Property & Inland Marine	included													
Theft Insurance	included													
Treasurer Bonds				300									300	
Umbrella/excess Liability	included													
Vehicle Insurance	no vehicles													
Worker's Compensation Insurance	listed in employee benefits													
Other Insurance Expense (Please Describe)														
Total Insurance		450	450	1,150	450	450	450	450	450	450	450	450	6,100	
E. Service Contracts														
Accounting & Payroll Services	Bookkeeping Plus: accounting And p	500	500	500	500	500	500	500	500	500	500	500	6,000	
Consulting Services													0	
Data Processing Services													0	
Equipment Rental & Lease	Furniture, equipment, etc.	50	50	50	50	50	50	50	50	50	50	50	600	
Food Service Contract	net \$0: \$35/month/child in; \$35/month/child out			13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	138,600	
Legal Services		1,000											1,000	
Professional & Technical Services													0	
Pupil Transportation Contract	none												0	
Security Services	included in staff												0	
Staff Development		250	250	250	250	250	250	250	250	250	250	250	3,000	
Other Service Contracts													0	
Total Service Contracts		1,800	800	14,660	14,660	14,660	14,660	14,660	14,660	14,660	14,660	14,660	149,200	
F. Supplies & Materials														
Advertising		400	400					400	400	400	400		2,400	
Computer Software	office and educational	1,000	1,000	1,000	1,000	1,000							5,000	
Custodial Supplies		500	150	150	150	150	150	150	150	150	150	150	2,150	
Instructional Supplies		300	300	300			300						1,200	
Library Books		400	400	400	400	400	400	400	400	400	400		4,400	
Office Supplies & Expense		1,500	1,000	300	300	300	300	300	300	300	300	300	5,500	
Postage		500	40	40	40	40	40	40	40	40	40	40	940	
Printing		1,250	70	70	70	70	70	70	70	70	70	70	2,020	
Subscriptions		200	30	30	30	30	30	30	30	30	30	30	530	
Testing & Evaluation Supplies		1,250	25	25	25	25	25	25	1,250	25	25	25	2,750	
Textbooks	See assumption above			33,000	33,000	33,000							99,000	
Other Supplies & Materials													0	
Total Supplies & Materials		7,300	3,415	35,315	35,015	35,015	1,015	1,315	2,640	1,415	1,415	1,415	615	125,890
G. Capital Outlay														

Computer Hardware	2 computers/class: \$650 each			20,592										20,592
Computer Software			2,000	300	300	300	300	300	300	300	300	300	300	5,000
Office Furniture & Equipment		3,000	2,000	1,000										6,000
Instructional Furniture & Equipment		20,000	10,000	5,000	5,000									40,000
Vehicles	none													0
Land Purchases														0
Improvements & Alterations		15,000	5,000											20,000
Other Capital Outlay														0
Total Capital Outlay		38,000	19,000	26,892	5,300	300	300	300	300	300	300	300	300	91,592
<i>H. Other Expenditures</i>														
Audit Expense	required annual review						5,500							5,500
Dues & Fees	Misc. memberships			33	33	33	33	33	33	33	33	33	33	400
Judgements														
Debt Services	Total loans times rate (see above)	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	58,100
Travel Expense/Mileage		208	208	208	208	208	208	208	208	208	208	208	208	2,500
Reimbursement		83	83	83	83	83	83	83	83	83	83	83	83	1,000
Field Trips	\$30 per student			1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	11,880
Payments to an EMO	% of revenue (w/o Bonus)	0	0	0	0	0	0	0	0	0	0	0	0	0
BSU Administrative Fee	3% of Basic Grant/ADM amount						6,315	6,315	6,315	6,315	6,315	6,315	6,315	37,891
Total Other Expenditures		5,133	5,133	6,355	6,355	6,355	11,855	12,670	12,670	12,670	12,670	12,670	12,670	117,271
TOTAL EXPENDITURES		95,274	71,389	240,909	218,317	213,317	184,817	185,932	187,257	186,032	186,032	186,032	185,232	2,140,606
REMAINING BALANCE (DEFICIT)		1,509,225	-69,389	-215,149	-170,935	-165,935	-60,399	147,993	68,632	69,857	69,857	69,857	70,657	2,644,993

More Assumptions:

	<u>K-5</u>		
	Salary	# year 1	# in year 2
Director	80,000	1	1
Assistant Principal: Team Leaders	60,000	1	1
Other Administration (business services):	50,000	1	1
Classroom Assist.: instr. assist. (IA)(Title I)	22,000	2	2
Clerical: Secretary	26,000	1	1
Consultants: education/business services	30,000	1	1
Librarians:			
Overtime Expense:			
Social workers: guidance counselor			
Substitute Teachers:	30,000	1	1
Teacher: licensed (K-8)	33,000	18	18
Teacher: licensed (9-12)			
Teacher: Special Ed. (as many as needed)	35,000	1	1
Teacher: PE/Music-All special areas	33,000	1	1
Total Teacher Salaries		662,000	662,000
Technicians: Food Service	19,000		
Technicians: maintenance	21,000	1	1
Total Technician Salaries		21,000	21,000
Temporary Salaries: e.g., bonuses			
Other Human Resource Expense (Please Describe)			
Total Salaries		1,003,000	1,003,000
Total Number of Students		396	396

Projected Enrollment:	School Name: Delaware Academy	Dates Covered: July 1, 2013 - June 30, 2014												
396	Description (where requested)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Important Assumption: This budget is for K-5.														
Assumptions are listed here and below the spreadsheet:														
State tuition per ADM for Muncie District in 2010	6,379													
ADM (Ave. Daily Membership) count	396													
State Tuition Support/Basic Grant (ADM amount)	2,526,084													
Loan from Common School Loan	1,452,498													
Textbook Re-imbursement	32,868													
Special Education	71,755													
Full day Kindergarden	1,029													
Title I	284,328													
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Fees to students	25													
EMO Fee as % of Revenue	0%													
Rent as % of Revenue	8%													
Rent per student	631													
Textbooks per student	250													
Revenue	3,018,273													
Total loans	1,452,498													
Interest rate on loans	0.04													
Salary inflation/wage adjustment per year (after year one)	1.04													
IN DOE Startup(y1)&implementation(y2&3) grant	150,000.00													
Note: all assumptions and numbers on this budget are projections and, by definition, subject to error.														
CARRY OVER		1,439,269	1,696,270	1,827,157	1,806,451	1,829,958	1,858,466	1,992,510	2,130,754	2,189,636	2,249,744	2,309,851	2,369,959	2,430,866
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)	assume \$11,000 per year	2,000	2,000	2,000	2,000	2,000	1,000							11,000
Food Service	net \$0: \$35/month/child in; \$35/month/child out			13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	138,600
Investment Earnings	none													0
Loan From Common School Loan	see above													0
Local Share from Auditor	none:100% from State Grants after fall, 2009													0
Other Grants (Please Describe)	Federal Title I-Title IV (see above)				31,522	31,522	31,522	31,522	31,522	31,522	31,522	31,522	31,522	315,216
State Grants (Please Describe)	Imple., Sp. Ed., Textbook, Full K (see above)	150,000					78,037	78,037						156,073
State Tuition Support	Basic Grant (see ADM above)	210,507	210,507	210,507	210,507	210,507	210,507	210,507	210,507	210,507	210,507	210,507	210,507	2,526,084
Transportation	none													0
Other (Please Describe)	fees from students (see above)			9,900										9,900
	Bank Loans	0												0
TOTAL CASH IN (INCOME):		362,507	212,507	236,267	257,889	257,889	334,925	333,925	255,889	255,889	255,889	255,889	255,889	3,156,873
II. EXPENDITURES:														
<i>A. Employee Salaries</i>														
Director/Principal	See assumptions below	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	6,933	83,200
Assistant Principal	See assumptions below	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	62,400
Other Administration	See assumptions below			5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	52,000
Classroom Assistants	See assumptions below			4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	4,576	45,760
Clerical	See assumptions below	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	2,253	27,040
Consultants (Please Describe)				3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	31,200
Librarians	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Overtime Expense	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Social Workers	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Substitute Teachers	See assumptions below			3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	3,120	31,200
Teachers	See assumptions below			68,848	68,848	68,848	68,848	68,848	68,848	68,848	68,848	68,848	68,848	688,480
Technicians	See assumptions below	5,113	5,113	5,113	5,113	5,113	5,113	5,113	5,113	5,113	5,113	5,113	5,113	61,360
Temporary Salaries	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Other Human Resource Expense (Please Describe)	See assumptions below			0	0	0	0	0	0	0	0	0	0	0
Total Employee Salaries		19,500	19,500	104,364	104,364	104,364	104,364	104,364	104,364	104,364	104,364	104,364	104,364	1,082,640
<i>B. Employee Benefits</i>														
Group Dental Insurance	0.25% of Employee salaries			271	271	271	271	271	271	271	271	271	271	2,707

Group Health Insurance	0.5% of Employee salaries				5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	5,955	59,545
Group Life Insurance	0.5% of Employee salaries				541	541	541	541	541	541	541	541	541	5,413
Long-Term Disability Insurance	0.5% of Employee salaries				541	541	541	541	541	541	541	541	541	5,413
Public Employee Retirement	5.25% of Employee salaries				5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	5,684	56,839
Social Security & Medicare	7.65% of Employee salaries				8,282	8,282	8,282	8,282	8,282	8,282	8,282	8,282	8,282	82,822
Teacher Retirement	6.5% of Employee salaries				7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	7,037	70,372
Unemployment Compensation	2.5% of Employee salaries				2,707	2,707	2,707	2,707	2,707	2,707	2,707	2,707	2,707	27,066
Workers Compensation	3.1% of Employee salaries				3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	3,356	33,562
Total Employee Benefits	0.5% of Employee salaries				541	541	541	541	541	541	541	541	541	5,413
					34,915	34,915	34,915	34,915	34,915	34,915	34,915	34,915	34,915	349,151
C. Rental of Facilities & Utilities														
Electricity		2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	29,400
Gas, Oil, or Steam Heat		1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,500
Grass and Tree Services		258	258	258	258	258	258	258	258	258	258	258	258	3,100
Internet Access		350	350	350	350	350	350	350	350	350	350	350	350	4,200
Mortgage	none	0	0	0	0	0	0	0	0	0	0	0	0	0
Rent	\$6.50/per sq. ft. times 38,450 sq. ft.	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	20,827	249,925
Repair & Maintenance Services		400	400	400	400	400	400	400	400	400	400	400	400	4,800
Telephone Long Distance		300	300	300	300	300	300	300	300	300	300	300	300	3,600
Trash Removal		213	213	213	213	213	213	213	213	213	213	213	213	2,560
Utilities	water softener service	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Water & Sewer		208	208	208	208	208	208	208	208	208	208	208	208	2,500
Other Facilities & Utilities Expense		0	0	0	0	0	0	0	0	0	0	0	0	0
Total Rent and Utilities		27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	27,007	324,085
D. Insurance														
Board Errors and Omissions				400										400
General Liability Insurance		208	208	208	208	208	208	208	208	208	208	208	208	2,500
Health Insurance	listed in employee benefits													
Property & Casualty Insurance		242	242	242	242	242	242	242	242	242	242	242	242	2,900
Property & Inland Marine	included													
Theft Insurance	included													
Treasurer Bonds				300										300
Umbrella/excess Liability	included													
Vehicle Insurance	no vehicles													
Worker's Compensation Insurance	listed in employee benefits													
Other Insurance Expense (Please Describe)														
Total Insurance		450	450	1,150	450	450	450	450	450	450	450	450	450	6,100
E. Service Contracts														
Accounting & Payroll Services	Bookkeeping Plus: accounting And p	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Consulting Services														0
Data Processing Services														0
Equipment Rental & Lease	Furniture, equipment, etc.	50	50	50	50	50	50	50	50	50	50	50	50	600
Food Service Contract	net \$0: \$35/month/child in; \$35/month/child out			13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	13,860	138,600
Legal Services		1,000												1,000
Professional & Technical Services														0
Pupil Transportation Contract	none													0
Security Services	included in staff													0
Staff Development		250	250	250	250	250	250	250	250	250	250	250	250	3,000
Other Service Contracts														0
Total Service Contracts		1,800	800	14,660	14,660	14,660	14,660	14,660	14,660	14,660	14,660	14,660	14,660	149,200
F. Supplies & Materials														
Advertising		400	400					400	400	400	400			2,400
Computer Software	office and educational	1,000	1,000	1,000	1,000	1,000								5,000
Custodial Supplies		500	150	150	150	150	150	150	150	150	150	150	150	2,150
Instructional Supplies		300	300	300				300						1,200
Library Books		400	400	400	400	400	400	400	400	400	400	400		4,400
Office Supplies & Expense		1,500	1,000	300	300	300	300	300	300	300	300	300	300	5,500
Postage		500	40	40	40	40	40	40	40	40	40	40	40	940
Printing		1,250	70	70	70	70	70	70	70	70	70	70	70	2,020
Subscriptions		200	30	30	30	30	30	30	30	30	30	30	30	530

Testing & Evaluation Supplies		1,250	25	25	25	25	25	25	1,250	25	25	25	25	25	2,750
Textbooks	See assumption above			33,000	33,000	33,000									99,000
Other Supplies & Materials															0
Total Supplies & Materials		7,300	3,415	35,315	35,015	35,015	1,015	1,315	2,640	1,415	1,415	1,415	1,415	615	125,890
<i>G. Capital Outlay</i>															
Computer Hardware	2 computers/class: \$650 each			20,592											20,592
Computer Software			2,000	300	300	300	300	300	300	300	300	300	300	300	5,000
Office Furniture & Equipment		3,000	2,000	1,000											6,000
Instructional Furniture & Equipment		20,000	10,000	5,000	5,000										40,000
Vehicles	none														0
Land Purchases															0
Improvements & Alterations		15,000	5,000												20,000
Other Capital Outlay															0
Total Capital Outlay		38,000	19,000	26,892	5,300	300	300	300	300	300	300	300	300	300	91,592
<i>H. Other Expenditures</i>															
Audit Expense	required annual review						5,500								5,500
Dues & Fees	Misc. memberships			33	33	33	33	33	33	33	33	33	33	33	400
Judgements															
Debt Services	Total loans times rate (see above)	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	4,842	58,100
Travel Expense/Mileage		208	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Reimbursement		83	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Field Trips	\$30 per student			1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	1,188	11,880
Payments to an EMO	% of revenue (w/o Bonus)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BSU Administrative Fee	3% of Basic Grant/ADM amount	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	6,315	75,783
Total Other Expenditures		11,449	11,449	12,670	12,670	12,670	18,170	12,670	12,670	12,670	12,670	12,670	12,670	12,670	155,162
TOTAL EXPENDITURES		105,506	81,621	256,973	234,381	229,381	200,881	195,681	197,006	195,781	195,781	195,781	195,781	194,981	2,283,821
REMAINING BALANCE (DEFICIT)		257,001	130,886	-20,706	23,508	28,508	134,044	138,244	58,883	60,108	60,108	60,108	60,108	60,908	3,303,919

More Assumptions:

	K-5 Campus		
	Salary # year 1	# in year 2	
Director	80,000	1	1
Assistant Principal: Team Leaders	60,000	1	1
Other Administration: (Business services)	50,000	1	1
Classroom Assist.: instr. assist. (IA)(Title I)	22,000	2	2
Clerical: Secretary	26,000	1	1
Consultants: education/business services	30,000	1	1
Librarians:			
Overtime Expense:			
Social workers: guidance counselor			
Substitute Teachers:	30,000	1	1
Teacher: licensed (K-8)	33,000	18	18
Teacher: licensed (9-12)			
Teacher: Special Ed. (as many as needed)	35,000	1	1
Teacher: PE/Music-All special areas	33,000	1	1
Total Teacher Salaries	662,000	662,000	
Technicians: Food Service	19,000	2	2
Technicians: maintenance	21,000	1	1
Total Technician Salaries	59,000	59,000	
Temporary Salaries: e.g., bonuses			
Other Human Resource Expense (Please Describe)			
Total Salaries	1,041,000	1,041,000	
Total Number of Students	300	350	

BSU Office of Charter Schools Budget Summaries
Proposal
Budget: Five-year Summary

	School Name: Delaware Academy					
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	Approval - June 30, 2012	7/2012-6/2013	7/2013-6/2014	7/2014-6/2015	7/2015-6/2016	7/2016-6/2017
Projected Enrollment	0	396	396	396	396	396
CARRY OVER		1,439,269	2,430,866	3,367,395	4,098,854	4,775,245
I. CASH IN (INCOME):						
Donations/Gifts		11,000	11,000	11,000	11,000	11,000
Food Service		138,600	138,600	138,600	138,600	138,600
Investment Earnings		0	0	0	0	0
Loan From Common School Loan		1,452,498	0	0	0	0
Local Share from Auditor		0	0	0	0	0
Other Grants		315,216	315,216	315,216	315,216	315,216
State Grants	150000	156,073	156,073	156,073	156,073	156,073
State Tuition Support		1,263,042	2,526,084	2,526,084	2,526,084	2,526,084
Transportation		0	0	0	0	0
Other (Please Describe)		9,900	9,900	9,900	9,900	9,900
		0	0	0	0	0
TOTAL CASH IN (INCOME):	150,000	3,346,330	3,156,873	3,156,873	3,156,873	3,156,873
II. EXPENDITURES:						
A. Employee Salaries						
Director/Principal	21500	80,000	83,200	86,400	89,600	92,800
Assistant Principal		60,000	62,400	64,800	67,200	69,600
Other Administration		50,000	52,000	54,000	56,000	58,000
Classroom Assistants		44,000	45,760	47,520	49,280	51,040
Clerical		26,000	27,040	28,080	29,120	30,160
Consultants		30,000	31,200	32,400	33,600	34,800
Librarians		0	0	0	0	0
Overtime Expense		0	0	0	0	0
Social Workers		0	0	0	0	0
Substitute Teachers		30,000	31,200	32,400	33,600	34,800
Teachers		662,000	688,480	714,960	741,440	767,920
Technicians		21,000	61,360	63,720	66,080	68,440
Temporary Salaries		0	0	0	0	0
Other Human Resource Expense		0	0	0	0	0
Total Employee Salaries	21500	1,003,000	1,082,640	1,124,280	1,165,920	1,207,560
B. Employee Benefits						
Group Dental Insurance		2,508	2,707	2,811	2,915	3,019
Group Health Insurance		55,165	59,545	61,835	64,126	66,416
Group Life Insurance		5,015	5,413	5,621	5,830	6,038
Long-Term Disability Insurance		5,015	5,413	5,621	5,830	6,038
Public Employee Retirement		52,658	56,839	59,025	61,211	63,397
Social Security & Medicare		76,730	82,822	86,007	89,193	92,378
Teacher Retirement		65,195	70,372	73,078	75,785	78,491
Unemployment Compensation		25,075	27,066	28,107	29,148	30,189
Workers Compensation		31,093	33,562	34,853	36,144	37,434
Other Employee Benefits		5,015	5,413	5,621	5,830	6,038

Total Employee Benefits		323,468	349,151	362,580	376,009	389,438
<i>C. Rental of Facilities & Utilities</i>						
Electricity		29,400	29,400	29,400	29,400	29,400
Gas, Oil, or Steam Heat		22,500	22,500	22,500	22,500	22,500
Grass and Tree Services		3,100	3,100	3,100	3,100	3,100
Internet Access		4,200	4,200	4,200	4,200	4,200
Mortgage		0	0	0	0	0
Rent		249,925	249,925	249,925	249,925	249,925
Repair & Maintenance Services		4,800	4,800	4,800	4,800	4,800
Telephone Long Distance		3,600	3,600	3,600	3,600	3,600
Trash Removal		2,560	2,560	2,560	2,560	2,560
Utilities		1,500	1,500	1,500	1,500	1,500
Water & Sewer		2,500	2,500	2,500	2,500	2,500
Other Facilities & Utilities Exepnse		0	0	0	0	0
Total Rent and Utilities		324,085	324,085	324,085	324,085	324,085
<i>D. Insurance</i>						
Board Errors and Omissions		400	400	400	400	400
General Liability Insurance		2,500	2,500	2,500	2,500	2,500
Health Insurance						
Property & Casualty Insurance		2,900	2,900	2,900	2,900	2,900
Property & Inland Marine						
Theft Insurance						
Treasurer Bonds		300	300	300	300	300
Umbrella/excess Liability						
Vehicle Insurance						
Worker's Compensation Insurance						
Other Insurance Expense						
Total Insurance		6,100	6,100	6,100	6,100	6,100
<i>E. Service Contracts</i>						
Accounting & Payroll Services	1500	6,000	6,000	6,000	6,000	6,000
Consulting Services		0	0	0	0	0
Data Processing Services		0	0	0	0	0
Equipment Rental & Lease		600	600	600	600	600
Food Service Contract		138,600	138,600	138,600	138,600	138,600
Legal Services	2000	1,000	1,000	1,000	1,000	1,000
Professional & Technical Services		0	0	0	0	0
Pupil Transportation Contract		0	0	0	0	0
Security Services		0	0	0	0	0
Staff Development		3,000	3,000	3,000	3,000	3,000
Other Service Contracts		0	0	0	0	0
Total Service Contracts	3500	149,200	149,200	149,200	149,200	149,200
<i>F. Supplies & Materials</i>						
Advertising	7000	2,400	2,400	2,400	2,400	2,400
Computer Software		5,000	5,000	5,000	5,000	5,000
Custodial Supplies		2,150	2,150	2,150	2,150	2,150
Instructional Supplies		1,200	1,200	1,200	1,200	1,200
Library Books		4,400	4,400	4,400	4,400	4,400
Office Supplies & Expense		5,500	5,500	5,500	5,500	5,500
Postage		940	940	940	940	940
Printing		2,020	2,020	2,020	2,020	2,020

Subscriptions		530	530	530	530	530
Testing & Evaluation Supplies		2,750	2,750	2,750	2,750	2,750
Textbooks		99,000	99,000	99,000	99,000	99,000
Other Supplies & Materials		0	0	0	0	0
Total Supplies & Materials		125,890	125,890	125,890	125,890	125,890
<i>G. Capital Outlay</i>						
Computer Hardware		20,592	20,592	20,592	20,592	20,592
Computer Software		5,000	5,000	5,000	5,000	5,000
Office Furniture & Equipment		6,000	6,000	6,000	6,000	6,000
Instructional Furniture & Equipment		40,000	40,000	40,000	40,000	40,000
Vehicles		0	0	0	0	0
Land Purchases		0	0	0	0	0
Improvements & Alterations		20,000	20,000	20,000	20,000	20,000
Other Capital Outlay		0	0	0	0	0
Total Capital Outlay		91,592	91,592	91,592	91,592	91,592
<i>H. Other Expenditures</i>						
Audit Expense		5,500	5,500	5,500	5,500	5,500
Dues & Fees		400	400	400	400	400
Judgements						
Debt Services		58,100	58,100	58,100	58,100	58,100
Travel Expense/Mileage		2,500	2,500	2,500	2,500	2,500
Reimbursement		1,000	1,000	1,000	1,000	1,000
Field Trips		11,880	11,880	11,880	11,880	11,880
Payments to an EMO		0	0	0	0	0
BSU Administrative Fee		37,891	75,783	75,783	75,783	75,783
Total Other Expenditures		117,271	155,162	155,162	155,162	155,162
TOTAL EXPENDITURES	35000	2,140,606	2,283,821	2,338,890	2,393,959	2,449,028
REMAINING BALANCE (DEFICIT)	115,000	2,644,993	3,303,919	4,185,378	4,861,769	5,483,091

Form 29d - Facilities Plan

Facilities

- A. School district in which the school will locate: Muncie and Delaware Community School Corporations
- B. Geographic preference within the district: north side of Muncie, and northeast Muncie suburbs
- C. Address (if a site has been secured): 1901 N. Walnut St, Muncie, IN 47303 and 8400 East County Road 400 North, Muncie, IN 47303
- D. Does the school plan a stand-alone facility or will the school co-locate with another organization? Two stand-alone facilities (space estimates below are for each building).

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average	Number	Average	Number	Average
		Size(sf)		Size		Size
Classrooms	9	1000	9	1000	9	1000
Offices	4	250	4	250	4	250
Meeting/Counseling	1	250	1	250	1	250
*Gym/Physical Fitness	1	4000	1	4000	1	4000
Kitchen	1	750	1	750	1	750
*Dining						
*Performance/Auditorium						
Library	1	750	1	750	1	750
Media	1	500	1	500	1	500
Hallways	1	3000	1	3000	1	3000
Locker Space						
Restrooms	8	250	8	250	8	250

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	38,450	38,450	38,450
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	14%	8%	8%
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$631	\$631	\$631

Form 29d - Facilities Plan

Anticipated Annual Utility Budget	74160	74160	74160
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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.**

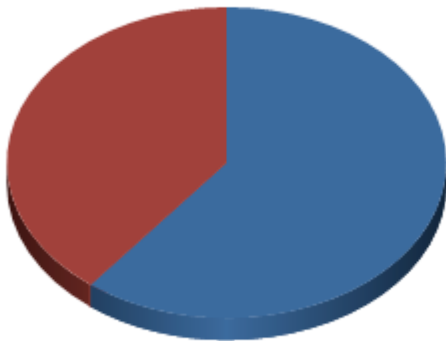
Table 6b: Achievement

For more achievement data about local Muncie and Delaware County students, please read question #1c in the Application Submission Document. In the answer to this question, we present a large amount of the data regarding past achievement results for specific area schools. Needless to say, the data does not paint a picture of successful schools. The data below is for the aggregate Muncie School District.

Muncie Community School District

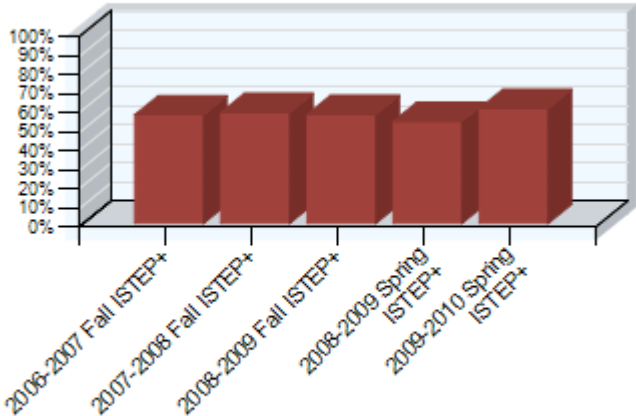
Passage Rates Both English/Language Arts and Math

ISTEP+ 2010



Pass Did Not Pass

ISTEP+ Percent Passing Trend



Attachment 8: (Table 8) Calendar and Daily Schedule

The Delaware Academy will attempt to mirror the school year calendar from the Muncie Community School District with regard to instructional days and school holidays. This attachment also includes a sample daily schedule.

First Day of School:	See calendar of Muncie School District
School Day End Time:	3 pm dismissal for students; 4:00 pm for teachers
Hours in school day:	7 hours for students; 8 hours for teachers
Number of Instructional Minutes per day:	360 minutes of instructional time; this does not include transition time between classes or lunch time
Number of Instructional School Days per year:	See calendar of Muncie School District

School Calendar and Daily Schedule 2012-2013

Organization Day for Teachers- Aug. 15

Students' First Day- Aug. 16

Labor Day – No School- Sept. 3

Fall Break – No School- Oct. 22-26

Thanksgiving- Nov. 22-23

Winter Break- Dec.21-Jan. 2

Martin Luther King – No School- Jan. 21

President's Day – No School- Feb. 18

Spring Break – No School- Mar. 25-29

Memorial Day – No School- May 27

Last Day for Students- May 30

Last Day for Teachers- May 31

Student Days- 180

Teacher Days- 182

Instructional Day

8:00-3:00 (6.5 hrs instruction .5 lunch)

Literacy Block- (90 minutes)

Math Focus- (90 minutes)

Lunch/Specials-

Science/ Social Studies- (120 minutes)

(possible) Tutoring/Enrichment- (90 minutes)

BSU Office of Charter Schools
Proposal
Budget Schedule A

Pre Operational Year

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

SCHOOL NAME: Delaware Academy	DATES COVERED: July 1, 2011 - June 30, 2012
State Grants (Please Describe)	150000
Other Grants (Please Describe)	
Investment Earnings	
Donations/Gifts (Please Describe)	
Other (Please Describe)	
* provide source and terms of all loans	
TOTAL CASH IN (INCOME)	150,000
Legal	2000 setting up foundation and contracts
Accounting and Consulting	1500 setting up foundation books, etc.
Filing	
Fundraising	
Marketing: Including Printing and Postage	7000 marketing for students
Rent: Office Space and Utilities	3000 several months rent
Supplies	
Equipment	
Labor	21500 initial planning staff
Other (Please Describe)	
TOTAL EXPENSES	35000
Surplus (Deficit)	115,000

Projected Enrollment:	School Name: Delaware Academy	Dates Covered: July 1, 2012 - June 30, 2013
Important Assumption: This budget is for K-5. Many assumptions came from Beth Reynolds at Bookkeeping Plus Inc.		
Assumptions are listed here and below the spreadsheet:		
State tuition per ADM for Mancie District in 2010	6,379	
ADM (Ave. Daily Membership) count	363	
State Tuition Support/Basic Grant (ADM amount)	2,315,577	
Loan from Common School Loan	1,157,789	
Textbook Re-imbursement	32,868	
Special Education	71,755	
Full day Kindergarten	69,300	
Title I	237,600	
Title II	30,888	
Fees to students	25	
EMO Fee as % of Revenue	0%	
Rent as % of Revenue	15%	
Rent per student	631	
Textbooks per student	250	
Revenue	1,621,100	
Total loans	1,157,789	
Interest rate on loans	0.04	
Salary inflation/wage adjustment per year (after year one)	1.04	
IN DOE Startup/Implementation/263 grant	150,000.00	
Note: all assumptions and numbers on this budget are projections and, by definition, subject to error.		
CARRY OVER	115,000	28,493
I. CASH IN (INCOME):		
Donations/Gifts (Please Describe)		
Food Service	assume \$11,000 per year	2,000
Investment Earnings	net \$0: \$X in and \$X out	20,300
Loan From Common School Loan	none	
Local Share from Auditor	see above	
Other Grants (Please Describe)	none: 100% from State Grants after fall, 2009	
State Grants (Please Describe)	Federal Title I-Title IV (see above)	
State Tuition Support	Imple., Sp. Ed., Textbook, Full K	150,000
Transportation	Basic Grant (see ADM above)	
Other (Please Describe)	none	
	fees from students (see above)	9,900
	Bank Loans	0
TOTAL CASH IN (INCOME):	152,000	2,000
II. EXPENDITURES:		
4. Employee Salaries		
Director/Principal	6,667	6,667
Assistant Principal	5,000	5,000
Other Administration		
Classroom Assistants		
Clerical	2,167	2,167
Consultants (Please Describe)		
Librarians		
Overtime Expense		

BSU Office of Charter Schools
Proposal
Budget Schedule C

[illegible]

**Budget
Summary
BSU Office of Charter Schools
Proposal**

Budget: Five-year Summary

School Name: Delaware Academy													
Dates Covered		Approval - June 30		7/2012-6/2013		7/2013-6/2014		7/2014-6/2015		7/2015-6/2016		7/2016-6/2017	
Projected Enrollment		0		396		396		396		396		396	
CARRY OVER				518,707		918,495		1,228,820		1,329,958		1,270,772	
I. CASH IN (INCOME):													
Donations/Gifts				11,000		11,000		11,000		11,000		11,000	
Food Service				203,000		203,000		203,000		203,000		203,000	
Investment Earnings				0		0		0		0		0	
Loan From Common School Loan				1,157,789		0		0		0		0	
Local Share from Auditor				0		0		0		0		0	
Other Grants				268,488		268,488		268,488		268,488		268,488	
State Grants		150000		173,923		173,923		173,923		173,923		173,923	
State Tuition Support				1,157,789		2,315,577		2,315,577		2,315,577		2,315,577	
Transportation				0		0		0		0		0	
Other (Please Describe)				9,900		9,900		9,900		9,900		9,900	
TOTAL CASH IN (INCOME):		150,000		2,981,888		2,981,888		2,981,888		2,981,888		2,981,888	
II. EXPENDITURES:													
A. Employee Salaries													
Director/Principal		21500		80,000		83,200		86,400		89,600		92,800	
Assistant Principal				60,000		62,400		64,800		67,200		69,600	
Other Administration				50,000		52,000		54,000		56,000		58,000	
Classroom Assistants				88,000		91,520		95,040		98,560		102,080	
Clerical				26,000		27,040		28,080		29,120		30,160	
Consultants				30,000		31,200		32,400		33,600		34,800	
Librarians				0		0		0		0		0	
Overtime Expense				0		0		0		0		0	
Social Workers				0		0		0		0		0	
Substitute Teachers				30,000		31,200		32,400		33,600		34,800	
Teachers				707,000		735,280		763,560		791,840		820,120	
Technicians				21,000		21,840		22,680		23,520		24,360	
Temporary Salaries				0		0		0		0		0	
Other Human Resource Expense				0		0		0		0		0	
Total Employee Salaries		21500		1,092,000		1,135,680		1,179,360		1,223,040		1,266,720	
B. Employee Benefits													
Group Dental Insurance				2,730		2,839		2,948		3,058		3,167	

Attachment 33: Policy Regarding Organizer Governance

Pursuant to I.C. 20-24-1-7 and Ball States' policy regarding organizer governance:

The Muncie Academy School Board, organizing body of the Delaware Academy's application to Ball State University for a Charter School contract, is a properly incorporated Non-profit in the State of Indiana. The Academy will file for official IRS status as a 501(c)(3) once the Charter is officially approved.

Pursuant to I.C. 20-24-1-7(1) and Ball States' policy regarding organizer governance:

The organization's by-laws are submitted in Attachment 34.

Attachment 34 – Proposed Governing By-laws

BYLAWS **OF** **Muncie Academy Foundation Inc.**

ARTICLE I **General**

Section 1. Name. The name of the corporation is Muncie Academy Inc. (the “Corporation”).

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 924 N Macedonia St., Muncie, IN 47303. The initial registered agent in charge of the initial registered office is Iry Hogan.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding. (Alternative is calendar year)

ARTICLE II **Board of Directors**

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five, as designated by resolution of the Board of Directors from time to time. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least 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.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of one year, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director’s term, at least zero years must elapse before he or she again may be elected to the Board of Directors. In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

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

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

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

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code (“IC”) section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

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

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

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

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

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

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

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective. A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors. Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization ("EMO") to manage the operations of the charter school for which the Corporation is responsible (the "School"), no member of the Corporation's Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

as the Board of Directors may prescribe.

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

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

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

ARTICLE IV¹ Committees

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

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

ARTICLE V Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(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

¹ *This article may be necessary or requested by OCS if Charter School has a Board of Advisors which functions as a body separate from governing board and to which governing board wishes to delegate certain functions or responsibilities. This proposed provision would give the Advisory Board cognizable legal status under Indiana's corporate statutes regarding committee participation in corporate governance.*

disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI² Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding

(a) if such person is wholly successful with respect thereto or

(b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term "wholly successful" shall mean

(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

(ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or

(iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

² **The presence of this article is to help recruit board members.**

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if

(a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and

(b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

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

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

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term “sponsor” is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

Attachment 35 – School Admissions Policy

School Admissions Policy

Projected first year enrollment figures in grades K-5 are: 396 students (22 students per class for 18 classes). The school aspires to be at maximum capacity in year one.

The school will begin accepting applications for enrollment shortly after the school is approved in the fall of 2011. The “Open Enrollment” period will run through the spring of 2012. At that time, should the number for any given grade be over subscribed an open public lottery overseen by a stated third party for the purposes of legal audit to the process will be conducted. Should a grade not be fully subscribed at the close of the open enrollment period then applications will be processed on a first-come basis as stated by the date received. Ball State will be notified 10 days prior to any lottery.

After all enrollment numbers have been filled a waiting list will be arranged, once again based upon the date the application was received. In future years, if a student is attends the Academy that student will be given automatic enrollment status for the next year. An enrollment preference will also be given to a student’s siblings so the family can attend the same school if that is possible and desired. We expect our student population to be a population that is culturally diverse. Ball State University as well as the student(s) not selected should a public lottery be conducted will be notified in writing within ten days of the lottery as such, and their application(s) will be placed on the waiting list by first date received. The Academy does not discriminate in the enrollment process due to race, sex, ethnic or national background or disability.

We believe in order to sustain viable financial stability Delaware Academy should retain 80% of its initial student population. However, we believe that our success as a school will be based upon a higher retention figure. We would expect at the end of “year one” we would retain at least 80% for continuation to the next year. We would expect to raise our retention figure to near 90% for years thereafter.

Attachment 36– Discipline Policy

Delaware Academy Discipline Policy

Students have a right to attend schools that are safe and free from unnecessary disruption. Proper student conduct, reinforced by an effective discipline program, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community. Students should receive effective and engaging instruction based on differentiated curriculum, with an assessment system designed to address the needs of diverse learners. The Board and the Delaware Academy school administration will make every effort to teach the skills of discipline, good conduct, responsibility and tolerance for all as an integrated theme throughout all learning and social environments. By creating a school environment where high expectations for behavior are clear, punishment is relevant, corrective and meaningful, and parents are part of the system of behavior remediation, the Delaware Academy can focus on the business of education.

The Delaware Academy's system of discipline is built on personal accountability, which is understood to mean:

Recognizing that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to excluding the person who misbehaved;
Building personal responsibility by helping individuals develop empathy, self-control, and motivation.

Students, teachers, parents and school administration all must have responsibility for ensuring the school operates under conditions that make Delaware a place for learning. The Delaware Academy will adopt a discipline plan that is consistent with the *Culture of Discipline: Guiding Principles for the School Community*, and *Culture of Discipline: Student Expectations*. The basis of the school plan will ensure that Delaware will focus on: Teaching school rules, reinforcing appropriate behavior, using effective classroom management and positive behavioral support strategies by providing early intervention for misconduct, and appropriate use of consequences.

RESPONSIBILITIES OF STUDENTS

Students have the responsibility to:

1. Respect the rights of all persons involved in the educational process.
2. Respect the authority of school staff.
3. Respect the diversity of staff and students in the Delaware Academy with regard to race, color, ethnicity, national origin, religion, sex, marriage, pregnancy, parenthood, sexual orientation, primary language, handicap, special needs, age, and economic class.
4. Contribute to the maintenance of a safe and positive educational environment.

5. Apply their abilities and interests to the improvement of their education.
6. Exercise the highest degree of self-discipline in observing and adhering to rules and regulations.
7. Recognize that responsibility is inherent in the exercise of every right.
8. Assure that they exercise their voice in student government.

RESPONSIBILITIES OF ADMINISTRATION

Administrators have the responsibility to:

1. Protect the mental and physical well-being of all students and staff.
2. Protect the legal rights of teachers, students, and parents.
3. Develop and implement a school-wide positive behavior support and discipline plan, consistent with the *Culture of Discipline: Guiding Principles for the School Community*.
4. Ensure that all staff participates in ongoing professional development in Positive Behavior Support, and that staff can clearly identify and support behavioral expectations in classrooms and common areas of the school.
5. Contact and involve parents in dealing with disciplinary matters.
6. Inform the community, students, parents/guardians, and school staff about policies relating to pupil conduct in schools, at school-sponsored activities, and on school-provided transportation.
7. Work collaboratively with school teachers, support staff and parents to define consequences for student misconduct that is fair, consistent, meaningful, and age appropriate.
8. Collaborate with community and government agencies on programs that promote safety and civility.
9. Consistently maintain a humanistic approach with all students.

RESPONSIBILITIES OF TEACHERS

Teachers have the responsibility to:

1. Maintain a good learning atmosphere.
2. Acknowledge and reinforce appropriate student behavior
3. Exhibit qualities of competency, creativity, and self-control.
4. Respect each student as a person.
5. Follow the behavior support plan for students with disabilities, available to all staff working with that student.
6. Utilize Response to Intervention data in collaboration with administration and support staff to monitor student misconduct.
7. Report ongoing behaviors to administrators and parents to create a meaningful remediation/discipline plan for the student.
8. Work with families in partnership to reinforce the plan.
9. Use the Teaching Tolerance curriculum monthly in concert with the school.

10. Be conscious of professional ethics in relationships with students, fellow teachers, and administrators.

RESPONSIBILITIES OF PARENTS

Parents have the responsibility to:

1. Share the responsibility for the behavior of their child in school, at school-sponsored activities, and on the way to and from school.
2. Prepare the child to assume responsibility for attending school, and for his or her own behavior.
3. Foster in the child positive attitudes toward himself or herself, others, school, and the community.
4. Communicate with school personnel about the child.
5. Attend individual or group conferences.
6. Recognize that the school staff has the right to enforce the policies, rules, and regulations of the Delaware Academy.
7. Behave in a civil and non-disruptive manner when visiting the school.
8. Assure that their child brings to school only those things that are appropriate in a school setting.

RESPONSIBILITIES OF THE COMMUNITY AND SCHOOL SUPPORT AGENCIES

The community has the responsibility to:

1. Help shape school goals.
2. Be informed about school goals and policies.
3. Support an effective school system.

Agencies charged with providing support to students and their families have the responsibility to:

1. Address the needs of their clients that interfere with the learning process.
2. Collaborate with schools to deliver effective support services.

HEALTH AND SAFETY

Medical Information

All incoming students must have a medical examination and proof of immunizations on file before the first day of school. The only exemptions to this will be a physicians written statement indicating why immunizations should not be given, or a families religious reasons that preclude immunizations and health care.

Every student shall have on file a list of emergency contact numbers. These are adults who are able to represent the parent should the parent not be reached after three consecutive attempts. Parents should identify on the emergency form the name of the child's physician, the preferred hospital should a child need emergency treatment, and a signed consent to treat. Again, exemptions based on religious reasons will be kept on file.

Students taking medication of any kind (prescription or over-the-counter) while at school, must bring a completed **AUTHORIZATION OF MEDICATION FOR STUDENTS** form, signed by a doctor and parent. Medication shall be kept in the main office. Additional forms are available in the main office.

If a child becomes ill during the school day, the child will be separated from the other students and will be monitored by a responsible adult until the parent can come for the child.

Lice: No student will be allowed to stay in school if nits (lice eggs) are found in his/her hair.

Contagious conditions: Any student appearing to have a serious contagious condition (e.g. rash, pink eye), may be sent home immediately.

Hygiene: Good hygiene and cleanliness helps us maintain a proper learning atmosphere. Students are expected to adhere to high standards of cleanliness. If a student's poor hygiene or lack of cleanliness becomes a health concern, or if it draws negative attention from other students the parent will be called to see how the school can assist in helping in the daily preparation of the student for school.

A student may return to school when the parent, a physician and/or school personnel deem the student healthy and free from disease, infection or parasites.

Health Screenings at School

Children will be given routine screenings at school for vision, hearing, speech and language. Permission forms for such screening or any other screening that are deemed appropriate on a

case by case basis will be made available to each student prior to the screening. If a parent declines to have a child participate, it will be noted in the child's cumulative record.

Safety Routines

The Delaware Academy will hold regular monthly fire drills to assure all children and staff are practiced and prepared to exit the building in a safe and efficient manner. In addition, Tornado drills will be held at least twice annually. We encourage all families to have emergency exit plans and similar drills at home.

**Attachment 38 – School’s Leadership and Teacher Employment Policies
(Sample of a Personnel Policies from another charter school in Indiana)**

EMPLOYEE HANDBOOK

SCHOOL YEAR 2007 - 2008

AQS MISSION STATEMENT

The American Quality Schools Corporation believes in the innate capacity of every child including those with special needs, to succeed. This capacity is fostered through high academic and personal standards, respectful and orderly schools, a competent faculty and staff, involved parents, and managerial leadership. The AQS educational experience is designed to create a climate and culture of continuous improvement and a commitment to high and measurable standards of excellence.

About This Handbook

The following pages contain information regarding many of the policies and procedures of The American Quality Schools Corporation (hereby referred to as AQS). This is not an employment contract and is not intended to create contractual obligations of any kind.

The purpose of this handbook is to familiarize employees with the philosophy, policies, procedures, and benefits of American Quality Schools (AQS). New employees should carefully review this booklet in its entirety upon receipt.

AQS values the many talents and abilities of its employees and seeks to foster an open, cooperative, and dynamic environment where employees and the company alike can thrive. If you would like further information or have questions about any of the policies and procedures outlined in this handbook, please bring them to the attention of your campus Director or your immediate supervisor.

The policies and procedures outlined in this handbook will be applied at the discretion of AQS, and AQS reserves the right to deviate from the policies and procedures of this handbook, or to withdraw or change them at any time. We will notify you when an official change in policy or procedure has been made.

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Employment Practices

At Will Employment

AQS does not offer tenured or guaranteed employment. Except as AQS has otherwise expressly agreed in writing, employment is at will and may be terminated by AQS at any time, subject to the individual employment agreement.

Equal Employment Opportunity

AQS is committed to providing equal employment opportunities to all individuals without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law.

AQS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. An employee with a disability for which reasonable accommodation is needed should contact their campus Director or immediate supervisor to discuss possible accommodations.

Employees with questions or concerns about any type of discrimination in the work place are encouraged to bring these issues to the attention of their campus Director. Employees can raise legitimate concerns and make good faith reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including discharge.

Sexual and Other Unlawful Harassment

- American Quality Schools is committed to providing a work and learning environment in which all individuals are treated with respect and dignity. Each employee and student has the right to work and learn in an environment that is free of discrimination, including sexual harassment. No person should be required to endure sexual harassment by supervisors, peers, (which includes student-on-student sexual harassment), faculty members, educational support staff, independent contractors or vendors or work or learn in a hostile environment as a condition of employment or pursuit of academic excellence. Furthermore, this policy applies to all phases of employment, and academic

status, including, but not limited to recruitment, testing, hiring, upgrading, promotions or demotions, transfers, layoffs, terminations, suspensions, expulsions, rates of pay, benefits and selection for training.

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- American Quality Schools recognizes that the elimination of sexual harassment in the workplace and attendance centers will create a better work and learning environment for employees and improve working and academic relationships for all employees and students. It is the policy of AQS to prohibit sexual harassment in the workplace, in all attendance centers, and in connection with all extra-curricular, athletic, and other programs sponsored by the school whether occurring at the school or at another location. Sexual harassment is a violation of the law and will not be tolerated. Employees and students who engage in sexual harassment will be subject to discipline, up to and including discharge or expulsion.

Prohibited Conduct

As used in this policy, sexual harassment means any unwelcome sexual advance or request for sexual favors or conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, participation in an education program or activity or receipt of AQS services; or when submission to or rejection of such conduct by an individual is used as the basis of any employment, educational or service decision affecting the individual; or when such conduct has the purpose or effect of substantially interfering with the work performance of an employee, a student's ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment. Furthermore, gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving conduct of a sexual nature, may constitute a form of sex discrimination.

- There is a broad range of conduct by supervisors, co-workers, faculty, educational support staff, students and third parties, which can, in certain circumstances, be considered sexual harassment. This includes, but is not limited to, sexually suggestive or offensive remarks, sexually suggestive pictures, sexually suggestive gesturing, verbal harassment or abuse of a sexual

nature, subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group. Sexual harassment also can result from words or conduct by employees or students toward members of the public.

- - Voluntary social relationships between AQS employees are not prohibited by this policy. However, the existence of a romantic relationship between administrators or supervisors, and vendors or subordinates, has the inherent danger of coercion, or at least has the appearance of impropriety. Therefore, any administrator or supervisor who has such a relationship with another AQS employee over whom he or she has any supervisory authority or with a vendor or contractor over whom he or she has authority to approve or suggest approval of a contract, shall report this fact to his or her supervisor. The supervisor or administrator who receives such information shall discreetly seek confirmation from the subordinate, vendor or contractor, that the relationship is both welcomed and consensual.
- Voluntary social relationships between students, that are consistent with the Discipline Code, are not prohibited by this policy. This policy, however, expressly prohibits sexual conduct between school employees or third parties.

Any supervisor or administrator who is aware of or should be aware of sexually harassing conduct by another employee or a student, whether or not anyone complains about such harassment, but fails to report that conduct as required in this policy, may be subject to discipline.

- - Any employee or student who believes that he or she has been subjected to or has knowledge of a sexual harassing or offensive work or learning environment or other sexual harassment, shall report the incident in writing to their immediate supervisor or the campus Director. The campus Director will investigate the charge and inform the AQS President or Vice

President of the charge within 24 hours. If the person against whom the claim is made is the supervisor or Director, the employee shall inform the President or Vice President directly.

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- Retaliation against any person for having made a good faith complaint or report of sexual harassment, or participating or aiding in an investigation of sexual harassment, is strictly prohibited. Any person who believes that he or she has been subjected to retaliation should bring the retaliatory conduct to the attention of his/her supervisor. If the supervisor is the source of the alleged harassment, the charge shall be reported directly to the AQS President or Vice President. Retaliation will be considered a serious act of misconduct subject to appropriate discipline up to and including discharge or expulsion.

Any employee or student whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action.

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Immigration Law Compliance

AQS does not hire anyone that is not a citizen of the United States, or is not authorized to work in the U.S under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Criminal Investigations

All employees must pass a background check as prescribed by law.

Standards of Conduct

All employees of AQS are expected to maintain standards of professional, personal and business ethics consistent with the responsibility we have of educating and providing an example for the youth of our community.

Personnel Files

AQS keeps personnel files on each of its employees. These files are confidential in nature, and are managed by AQS. They will not be copied

or be removed from the premises unless there is a legitimate business or legal reason to do so.

All employees may view his or her personnel file by contacting the Human Resources department during normal business hours. No employee may alter or remove any document in his or her personnel file. (See Appendix for list of documents)

General Policies and Procedures

Reporting Changes

Employees are responsible for promptly notifying AQS of any change in name, address, telephone number, marital status, citizenship, tax withholding allowances, emergency contact information, insurance beneficiary, or dependent insurance coverage. Accurate and correct information is vital for benefits and insurance records and other Company files.

Pay Periods

Employees are paid on the 15th and the 30th of each month via direct deposit. When the 15th or 30th of the month falls on a holiday or weekend, employees will be paid the day before the holiday or weekend.

Hours of Work

Classes for students attending campuses managed by AQS will begin at 8:00a.m. and end at 3:30p.m. There may be an early dismissal one day each week to provide for professional development activities. Kindergarten classes and students with special needs may be dismissed earlier than the regular dismissal time at the direction of the campus Director. Faculty hours are 7:40a.m. to 4:00p.m. Other staff will have varying work times, as directed by their supervisor. Hours may vary from campus to campus based upon individual campus needs.

At no time shall students be left unattended in the school building, regardless of time of day or night. Any teacher that gives a student permission to arrive at school early or stay late must provide a note for the student to present to security personnel. The teacher is also responsible for supervising that child at all times before or after school hours.

Overtime

Overtime for clerical and other employees covered by the overtime law, must be approved by the campus Director prior to performing the work subject to overtime.

Payroll

Both exempt (salaried) and nonexempt (hourly) employees will have federal and state taxes withheld from their wages. Employees of

American Quality Schools are paid on the 15th and 30th of each month. Salaried employees are paid to date. Hourly staff salaries will reflect a two-week period prior to the pay date (15th or 30th).

Performance Reviews

Faculty will be evaluated at least 3 times during the academic year. Classroom teachers will be formally evaluated by: (1) the Team Leader, (2) an outside evaluator, and (3) the campus Director. The employee will have an opportunity to review the evaluations with his/her supervisor. Other non-teaching staff will be evaluated by his/her supervisor or the campus Director. For outstanding performers, as determined by the campus Director, the outside evaluation may be waived.

Performance Bonuses

It is the policy of AQS to award performance bonuses to select individuals at the end of the school year to those who qualify for such awards. The awarding of bonuses is dependent on the availability of funds and is solely at the discretion of the President.

Bonuses will be granted on the basis of exceptional or superior performance. Thus, everyone will not receive bonus money and the amount of the awards may vary. An individual may be doing a good job, for example, and receive a substantial percentage increase on his/her base salary for the academic year and yet not receive a bonus. This simply means that the individual has performed well and should be rewarded with a higher percentage increase than others, but has not as yet reached a level of exceptional and/or superior performance that warrants a bonus.

It should also be understood that the bonus received by an individual is separate and above one's base salary and is not calculated into the base salary of a person for next year.

Bonuses for administrators in the schools will be determined on the basis of the evaluations of teachers and staff and on the judgment of the AQS senior managers.

Teachers will be judged eligible for bonuses based on their formal evaluations, on student achievement progress levels, and on the judgment of AQS senior managers that the individual has met the terms of his/her letter of appointment and job description in an outstanding manner.

Expense Reimbursement

Reimbursements for approved purchases and/or travel will be paid at least once a month. Employees should complete a Check Request form, have it signed by their Director, and forward it to the AQS corporate office. Original receipts must be attached to the request form in order for the reimbursement to be approved.

Attendance & Punctuality

Punctuality and regular attendance are important to the smooth operation of AQS schools. If you are consistently late or excessively absent, student progress will be affected and an unfair burden is placed on your co-workers. Therefore, unless your absence is permitted or excused under AQS's, sick or other policies, you are responsible for being at work and arriving on time. If you are going to be absent or late, it is your responsibility to call your Director or supervisor as soon as possible. If you are absent for more than two days, you must notify your supervisor each day.

An employee who is absent for reasons other than those permitted or excused by AQS's holiday, vacation, or leave policies, or who repeatedly fails to provide notice as required, will be subject to appropriate disciplinary action, up to and including discharge.

Drugs and Alcohol

AQS will not tolerate the use or possession of alcohol or illegal drugs on school campuses. Employees using or possessing alcohol or illegal drugs on school property or while at work or who report to work under the influence of alcohol or illegal drugs will be subject to disciplinary action, up to and including discharge.

Violence & Weapons

AQS takes threats of violence extremely seriously. Any act or threat of violence by or against any employee or student is strictly prohibited. This policy applies to all AQS employees, whether on or off school property.

Any use or possession of weapons, whether illegal or not, is prohibited on school property, or while on AQS business. This includes knives, guns, martial arts weapons, or any other object that is used as a weapon. Any employee caught possessing a weapon will be disciplined, up to and including termination.

Smoking

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○ *Smoking is not permitted on the school campuses or in the corporate offices of AQS.*

Workplace Attire

- - A neat and professional appearance is expected of all employees of American Quality Schools. The following are guidelines provided to aide in the establishment of an appropriate dress code by faculty and staff.
- - Physical Education instructor(s) may wear gym shoes or jogging clothes, but the wearing of these items is not considered appropriate for other teachers.
- - Women teachers and other female staff members should wear dress pants, skirts no shorter than two inches above the knee, have their shoulders covered, and wear business or dress shoes. Excessive make-up or jewelry should not be worn.
- - No denim, spandex/plastic fabrics are allowed.
- - Male teachers and aides are expected to wear a dress shirt and tie to work.
- - Male teachers may not wear earrings.
- - No exposed body piercing.
- - Hats are not allowed in the school building during the day.
- - Tattoos, if present, should be discretely covered.
- - Only natural hair colors are allowed.
- - The best rule of thumb regarding dress is “if in doubt, choose to wear something else.” The campus Director shall determine appropriateness of dress beyond the above descriptions.

Telephone Use

Telephones are provided to enable teachers and other employees to carry out their work assignments in an efficient manner. Personal telephone calls should be kept to a minimum and personal toll calls should not be made at AQS's expense. **PERSONAL CELL PHONES SHOULD BE TURNED OFF DURING CLASS TIME.**

Voice Mail and Electronic Mail

All electronic and telephone communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of AQS and as such are intended for teaching or other job-related purposes. Personal use should be kept to a minimum. Electronic or telephone communication systems may not be used to transmit messages that may be considered inappropriate under AQS's policies, including those prohibiting harassment. Employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from the campus Director. AQS reserves the right to monitor any electronic, telephone, or other communications made using AQS systems or property.

Field Trips

It is the duty of the teacher and any chaperone to supervise students during a school sponsored field trip. No student should be unattended, out of sight, or left alone. Any teacher who does not adequately supervise students may face disciplinary action.

Chaperones - The ratio of chaperones to students is:

- Primary (K–2nd): 1 parent/guardian for every 6 students
- Upper (3rd–High School): 1 parent/guardian for every 10 students

Use of Company Property

No company equipment, including computers, photocopiers or printers may be used for personal business. Individual teachers assigned business supplies and equipment are responsible for their proper use, loss or damage.

Postage, Shipping and Office Supplies

Postage, shipping, and office supplies paid for by the company are for business purposes and are not to be used for an employee's personal purposes.

Personal Property

AQS does not assume responsibility for any personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the school, and do so at their own risk.

Additionally, employees may not bring or display in the school any property that may be viewed as inappropriate or offensive to others. No microwave ovens, refrigerators, toasters or other electrical appliances are allowed in classrooms.

Personal Safety

The safety of each employee's health and security is very important to AQS. AQS will make reasonable efforts to address an employee's safety concerns. Employees should remember to use caution and good judgment in all activities, and should notify their supervisor or campus Director if they believe there is a safety issue that should be addressed.

Confidential Information

AQS requires that employees not disclose student and other information held to be confidential by AQS or by State or Federal law.

Leave Policies

Sick Leave

Eligible employees earn ½ day of sick leave for each full calendar month worked (up to six (6) full days of sick leave per year).

The following guidelines are designed for the proper use of sick leave:

- a) If you intend not to report to work, you must phone your campus Director or have someone call for you by 6:00a.m. or as early as possible. This procedure allows your Director to rearrange work schedules in your absence. The employee must call each day he/she intends not to report to work.
- b) If you foresee the need to take sick leave (e.g., for non-emergency surgery or for a doctor's appointment), tell your supervisor as soon as possible so that plans can be made to cover your absence.
- c) In case of an extended absence, you should consult the AQS corporate office and your insurance plan booklet to see whether you are eligible for long-term or short-term disability leave.

d) Sick leave unused at the end of the year may be carried over into the next year, to a maximum of 60 days.

e) Employees will not be paid for unused sick leave when their employment ends.

f) Employees who take sick leave the day before or after an official holiday, must present evidence of their illness upon their return to work.

If you are eligible for sick leave, you may use the leave to care for your sick or injured children on the same terms that apply to use for your own illnesses or injuries.

Personal Leave

Eligible employees earn up to two (2) personal days for the full academic year. These two (2) days are subject to prior approval by the campus Director and do not accumulate year to year. Personal leave days taken the day before or after a holiday may result in a salary reduction for missed days.

Family and Medical Leave

Employees may take unpaid leave per the terms of the Family and Medical Leave Act (FMLA) of 1993.

Payroll Adjustments

Employees who qualify for disability under the AQS insurance program or are eligible for FMLA, should expect certain salary adjustments to the four pay periods between June 30 and August 15. If you qualify for disability or FMLA you should contact the Human Resources department for information and the calculation affecting your salary during that period.

Jury Duty

Employees summoned for jury duty or officially summoned by a state court or federal court as a witness will be allowed the necessary time off from work to perform this civic responsibility. Upon return to work, employees must provide documentation for each day absent.

Funeral Leave

When a death occurs in an employee's immediate family, an employee may take up to five days with pay in order to attend the funeral or make

funeral arrangements. In unusual circumstances, additional time off may be granted, with or without pay, at the discretion of AQS. For purposes of the funeral leave policy, "immediate family" means an employee's spouse or child, as well as a parent, grandparent, brother, or sister of the employee or the employee's spouse.

Emergency Closings & Severe Weather

From time-to-time it may become necessary to close school or to dismiss early due to severe weather or other unforeseen emergencies. Each campus will have an emergency plan for notifying staff ahead of time of closings due to weather. Staff members are not required to report should schools be closed due to a weather emergency. In the case of other unforeseen emergencies, the campus Director will issue oral or written procedures appropriate to the situation.

Employee Benefits

AQS is a not-for-profit corporation which has contractual agreements with various boards, foundations and school districts. Funds from these entities are generally forthcoming, but are not guaranteed. Therefore, AQS's ability to provide these benefits is dependent on the availability of such funding.

The benefits offered to employees are contingent on funds available and may be discontinued or modified should such funding be eliminated or diminished. Each year AQS will distribute to its employees a "Benefits" memorandum outlining the benefit program.

The following is a list of benefits that AQS makes available to Eligible Employees. The descriptions in this handbook are a summary only. The separate plan documents explain each benefit in more detail and the language of the plans' documents controls the various plans. Benefits may be modified, added or terminated at any time by the insurance company or benefit provider, per the terms of the plan, or by AQS, at its discretion.

Medical Insurance

All new full-time employees are eligible to participate in the medical or dental insurance plans on the 1st day of the month following 2 months of employment. There is the option of a PPO or HMO medical plan, and PPO and HMO dental available. American Quality Schools will pay 70% of the cost of the single rate for the individual employee and 50% of the family coverage rate.

403B or 401K

Eligible employees will be given the option to enroll in the programs.

Tuition Reimbursement

AQS encourages its employees to further their education and to obtain advanced degrees. The Company's tuition reimbursement plan is set up to cover part of the costs of education that furthers the employees education in a field related to his or her job as a teacher, teacher aid or educational manager. To be reimbursed for eligible tuition expenses, prior to taking the class an employee must complete the following steps: 1) gain permission from the campus Director for a specific course, 2) fill out the appropriate form and have it approved by the Director and the Vice President, 3) successfully complete the course, with a grade not less than a "B", and 4) submit a Check Request with the original paid invoice and the original grade report.

Tuition will be reimbursed at 50% of the actual cost of the course up to a maximum of \$800 each semester. The tuition reimbursement program may be reviewed, altered, or discontinued at any time.

Worker's Compensation

AQS requires that all employees report job-related accidents or injuries to a supervisor immediately. **A full report must be submitted to the corporate office within 24 hours of injury.** Failure to report an injury, regardless of how minor, could result in difficulty with the employee's claim.

All workers' compensation claims will be paid directly to employees, and employees are expected to return to work immediately upon release by their doctor.

COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the Company's health plan, should the employee lose his or her eligibility (e.g., upon termination). Under COBRA, the employee pays the full cost of coverage at the Company's group rate. Details of COBRA coverage and how to apply for it will be provided AQS at the time eligibility is lost.

Disciplinary Policies

Problem Resolution

AQS seeks to deal openly and directly with its employees, and believes that communication between employees and management is critical to solving problems.

AQS employees that may have a problem with one another should attempt to resolve the problem themselves. If a resolution cannot be agreed upon, both employees should approach the Team Leader or Director, who will work with the employees to determine a resolution. Employees that have a problem with a supervisor should first go to the supervisor and state the problem. If a resolution cannot be agreed upon, the employee should present his or her problem to the campus Director. If a resolution cannot be agreed upon, the employee shall present it to the President or Vice-President.

Discipline

AQS policy is to attempt to deal constructively with employee performance problems and employee errors. The disciplinary process will be determined by AQS in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the discipline applied may include, among other things, oral or written warnings, probation, suspension without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Details of this process are outlined further in the Corrective Action section.

Corrective Action

Corrective Action will be taken against an employee in response to a rule infraction or a violation of Company policies. Corrective action will continue until the violation or infraction is corrected or the employee is terminated.

Corrective Action usually begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action is required, the employee may be put on probation, or have his or her employment terminated.

AQS considers some violations as grounds for immediate dismissal, including, but not limited to: verbal or physical abuse of students, insubordinate behavior, theft, destruction of company property, dishonesty, drug or alcohol abuse, or threats of violence.

Employees charged with some infraction and subject to corrective action may appeal that corrective action. An appeal must be submitted in writing to the Company President. The decision of the President is final.

Separation Policies

Job Abandonment

Employees of AQS that are absent for more than two (2) consecutive days without notifying a direct supervisor are considered to have voluntarily abandoned their employment with the Company. The effective date of termination will be the last day the employee reported for work.

Termination

Termination may result from any of the following: 1) layoffs, which include the elimination of an employee's job function or headcount reduction due to cost reduction or funding shortfall and 2) involuntary dismissal, which may include poor performance reviews or failure to adhere to the teaching/learning philosophy of AQS or the demonstration of an unacceptable attitude in the workplace.

Termination Process

AQS requires that employees return all documents, files, computer equipment, tools, keys and other Company owned property on or before the last day of work.

Appendix

American Quality Schools Technology Acceptable Use Policy (AUP)

Purpose of Use

Through technology, AQS provides access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff use.

The Opportunities and Risks of Technology Use

AQS believes that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, AQS cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed.

No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among others matters, AQS is not liable or responsible for:

1. any information that may be lost, damaged, or unavailable due to technical, or other difficulties;
2. the accuracy or suitability of any information that is retrieved through technology
3. breaches of confidentiality;
4. defamatory material; or
5. the consequences that may come from failure to follow AQS policy and procedures governing the use of technology.

Privileges of User

Users may access technology only for educational purposes. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their resources when appropriate.

The actions of users accessing networks through AQS reflect on our organization. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Definition of Acceptable Use

Users will:

- Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain");
- Adhere to the licensing agreements governing the use of shareware; note that e-mail is not guaranteed to be private;
- Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes;
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
- Respect the right of others to use equipment and therefore use it only for school-related activities;
- Treat all computers, printers, cameras, and other electronic hardware and software with great care;
- Abide by the policies and procedures of networks and systems linked by technology; and protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment, and programs.

Users will not:

- Use offensive, obscene, inflammatory or defamatory language;
- Harass other users;
- Misrepresent themselves or others;
- Violate the rights of others, including their privacy;
- Access, download, and/or create pornographic or obscene material;
- Use the network for personal business or financial gain;
- Vandalize data, programs, and/or networks;
- Degrade or disrupt systems and/or equipment;
- Damage technology hardware and/or software;
- Spread computer viruses;
- Gain unauthorized access to resources or entities;
- Violate copyright laws;
- Damage computers, printers, cameras, or other hardware;
- Use technology for illegal activities; and
- Reveal their name, personal address or phone number, or those of other users without parental permission.

Right to Monitor

AQS, as the provider of the technology, email, and Internet access, has the right to monitor any and all use of its system. Any individual right of privacy is superseded by the school's need to maintain its system.

Penalties for Improper Use

If users of the technology do not follow the rules of Acceptable Use, their privileges may be taken away or be subject to disciplinary action up to and including termination.

Personnel Checklist

Listed below are documents which may be required to complete an employee's personnel file:

- ◇ Application
- ◇ Bloodborne Pathogen Form (Illinois Employees Only)
- ◇ Certified Employees – copy – Teacher Certificate/License
- ◇ Current Signed Contract
- ◇ DCFS Form (Illinois Employees only)
- ◇ Direct Deposit Form & Copy of Voided Check
- ◇ Fingerprint Background Form
- ◇ Health/Dental/Vision Insurance Application/Waiver
- ◇ I-9 Form & 2 Forms I.D. (Must include name, picture & SS#)
- ◇ Life Insurance Form
- ◇ Medication Policy Form (Illinois Employees Only)
- ◇ Official Transcript – highest degree
- ◇ Resume
- ◇ Signed Acceptance for Employee Handbook
- ◇ Teacher Qualifications List
- ◇ Uncertified Employees – copy - Basic Skills/Subject Matter Tests
- ◇ W-4 Forms (Federal & Illinois or Indiana)

Acknowledgement of Receipt & Understanding

I hereby certify that I have read and fully understand the contents of this Employee Handbook. I also acknowledge that I have been given the opportunity to discuss any policies contained in this handbook with an American Quality Schools official. I agree to abide by the policies set forth in this handbook, and understand that compliance with American Quality Schools' rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the AQS policies, rules, and regulations.

I acknowledge that American Quality Schools reserves the right to modify or amend its policies at any time, without prior notice. These policies do not create any promises or contractual obligations between American Quality Schools and its employees.

Signature _____ Date _____

Print Name _____ School _____

Attachment 39: Policy Regarding Criminal Histories

This policy is to follow the Ball State guidelines on criminal histories:

A. INTRODUCTION

By August 1 of the year in which the Charter School is scheduled to commence operations, the Organizer shall submit its proposed policy regarding criminal history checks for members of the Organizer's governing body, and for the Charter School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to the Charter School. The proposed policy shall be consistent with applicable law, the Charter, and with this Ball State University (the "University") Charter School Policy Regarding Criminal Histories. The proposed policy submitted by the Organizer shall contain the following provisions:

B. PROVISIONS REGARDING GOVERNING BODY OF ORGANIZER

1. The proposed policy shall provide that no member of the Organizer's governing body shall have been convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing.

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

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

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

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

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

b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation,

or fraud in any jurisdiction.

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

1. The Organizer's proposed policy must also apply to each of the following individuals and entities:

a. any person employed or seeking employment with the Charter School; b. any person employed or seeking employment with an entity with which the Charter School contracts for services; c. any individual that is contracted, or who seeks to enter a contract, to provide services to the Charter School; and d. any individual volunteering or seeking to volunteer with the Charter School,

if the individual is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

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

2

3. The Organizer's proposed policy must provide that any individual subject to the proposed policy that has been convicted of any of the following acts shall be prohibited from employment with the Charter School or with an entity contracting with the Charter School to provide services, or from contracting individually with the Charter School to provide services, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

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

4. The Organizer's proposed policy must provide that any individual subject to the proposed policy may be required at the time the individual applies for employment or seeks to contract with the Charter School to answer questions concerning the individual's criminal history. The proposed policy must further provide that the failure to answer honestly questions asked about the individual's expanded criminal history will constitute grounds for the termination of the individual's employment or contract.

5. Consistent with I.C. 20-26-5-11(c), the Organizer's proposed policy must provide that any individual subject to the proposed policy shall notify a designated position with

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

6. The Organizer's proposed policy must provide that any individual subject to the proposed policy may not be required by the Charter School to obtain an expanded criminal history check more than one (1) time during a (5) year period.

D. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS

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

2. The Organizer's proposed policy must provide that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

Attachment 40: Policy Regarding Conflicts of Interest

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, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Attachment 41: Complaint Policy

The Delaware Academy is a public charter school. The school is governed by a Charter School Foundation Board. The CSFB meets regularly. at the Delaware Academy. All meetings are open to the public. Any parent is welcome to address the board at any time with questions or comments during the open forum at the end of each business meeting. If a parent has a grievance, there is a separate procedure to follow, as outlined below.

Grievance Procedure

Step 1

Face-to-face meeting with to resolve the issue.

Step 2

If there is no resolution with the individual, request a meeting with the school's principal. If the grievance is with the principal specifically, and you have already met with him/her, you may submit directly to the Grievance Committee (one Board member, one teacher, and one administrator from another school district) as outlined in the following steps.

Step 3

If the Grievance Committee feels that a resolution could be reached through mediation, a request may be made by the committee to all parties to acknowledge and embrace any solution provided by mediation in lieu of presentation to the school board (CSFB).

Step 4

The Grievance Committee sets up a hearing to take place within 14 calendar days of receipt of the letter of request from the complainant.

Step 5

Present at the hearing are the Grievance Committee, the complainant and the defendant. The procedure for the hearing as follows:

- a) The complainant presents his/her grievance.
- b) The defendant is given time to respond.
- c) The defendant and the complainant are dismissed.
- d) Grievance Committee deliberates and writes a recommendation.

Step 6

- a) On the following business day, the Grievance Committee sends its recommendation to the school board.
- b) At the next school board meeting, the recommendation is either placed on the consent agenda or discussed by the Board. If necessary (i.e. if time is a concern), an emergency school board meeting may be called to address the grievance.
- c) If the Board approves the recommendation, it is implemented and the process is finished.
- d) If the Board rejects the recommendation, an immediate executive (closed) session is called to re-hear the grievance (in the same format as Step 5). Immediately following this executive session the entire attending Board reconvenes and decides by a majority vote to accept or reject the new recommendation.

Attachment 42: Policy Regarding Special Education

The school will provide services to special needs students both directly and under contract with outside providers. The school will provide special educational services through certified special education teachers and paraprofessionals, and will provide directly or contract out for related services such as speech/language, occupational or physical therapy, and psychological services.

The Delaware Academy may negotiate with the local school system as appropriate for pupil transportation, and for other support services provided to other public schools in the system.

The school is committed to an educational program for all students with disabilities that meets inclusion requirements outlined in IDEA. This means that it will provide special education services identified in Individual Education Plans (IEPs) in the least restrictive environment and preferably in the regular education classroom when appropriate. The school will provide appropriate services and supports to special needs students and teachers within the regular classroom—and also in separate settings, when necessary, to meet the individualized needs of the child as outlined in the IEP. Special staff and classroom teachers will work together to ensure that special students receive high quality instruction and accommodations as appropriate.

SES staff work with special needs students for intensive, short-term “pull-asides,” returning them to classroom activities with support materials, plans, and follow-up when this service is identified in the student’s IEP. SES staff also provides direct instruction for some individual students—one-to-one and in small groups—within classrooms or in a resource setting, as determined by the IEP team. In addition, SES staff provides classroom teachers with strategic modeling, materials, and follow-up that elaborates on instruction and practice for students with disabilities. SES staff regularly reviews each student's progress on grade-level standards and IEP goals and objectives and make adjustments when data indicate insufficient progress. When the amount of time in a regular education classroom proves not to be adequate, the IEP team will meet to review progress and make revisions if necessary.

Delaware Academy may hire a Special Education Coordinator (SEC) to coordinate the special education services for students with a disability or those suspected of having a disability. This person will be responsible for coordinating the efforts of the special education team, manage paperwork and timelines and ensure that the special education program is compliant with federal, state and local laws and mandates. Certified special education teachers and paraprofessionals will be hired to work directly with students and regular education personnel. When the size of the special education population requires it, administrative support will be made available to the SEC. In addition, the school may hire directly or contract third party services for such areas as a Speech/Language Therapist, Occupational Therapist, School Psychologist, and Counselor.

The Delaware Academy will comply with applicable state laws and all relevant federal laws, including the Individuals with Disabilities Education Act (“IDEA”), the Family Educational Rights and Privacy Act (“FERPA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the Americans with Disabilities Act (“ADA”). The School will seek to work collaboratively with the local School System to ensure that all IEP documentation is accessible by the Delaware Academy special education staff and that all requirements are met.

The Delaware Academy will comply with Child Find provisions of the IDEA to identify, locate, and evaluate all children suspected of having a disability, regardless of the severity of their disabilities, who maybe in need of special education and related services. If a child is suspected of

needing special education services or upon a request made by a parent or teacher, the Delaware Academy special education coordinator will work with regular education personnel to coordinate the referral process.

Consistent with IDEA requirements, the School will ensure that each child referred for a special education evaluation be assessed appropriately and that a properly configured IEP team makes eligibility determinations. In addition, the SEC will work with regular education personnel to determine the students' responsiveness to interventions implemented in a regular education setting prior to formal evaluations. Parents will have a voice in such determinations, consistent with the IDEA. If a student qualifies for special education services, the IEP will establish the child's present levels of performance and functioning; goals and objectives; special education services; related services when appropriate; and the location for where the services will be provided. As required by law, such teams will ensure that a free, appropriate public education is provided in the least restrictive environment as determined by the IEP team. The IEP team will review and revise student IEPs at least annually and will complete all required re-evaluations at least every three years.

At the Delaware Academy, special education assessment procedures provide valuable information to teachers, to parents, and to the student—all of whom are fully informed. The school will utilize appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

The Delaware Academy will abide by the applicable provisions of IDEA and the FERPA in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

Attachment 43- Parental access to Education Records

VIII. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notification of Rights for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records re-request unless it states in its annual notification that it intends to forward records on request.]
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

[NOTE: In addition, an institution may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

FERPA Notification

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Delaware Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, The Delaware Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary. The primary purpose of directory information is to allow The Delaware Academy to include this type of information from your child's education records in certain school

publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets

The following information is considered "Directory Information"

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes: 1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Attachment 44: Dissolution Procedures Policy

Section 2.2 (of Articles of Incorporation). Dissolution

Upon the dissolution of the foundation assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United State Internal Revenue Law, and shall be distributed to the Community Foundation of Delaware County for a nonprofit purposes, except:

- a. If the University revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.
- b.
- c. If the Organizer is dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:
- d.
 - 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 Organizer and the Charter School shall be used for non-profit educational purposes.

Attachment 45: Holiday Observances/Leave Policies

The Delaware Academy and its staff feel it is very important to take pride in our country, and will comply with IC 20-30-3-2. The Delaware Academy staff and students may observe the following:

1. The singing of the entire national anthem, "The Star Spangled Banner", in each school on all patriotic occasions
2. The purchase of a United States flag that is four (4) feet by six (6) feet for the school
3. The United States flag will be displayed every day the school is in session (weather permitting). If the flag is not displayed outdoors for any reason, the flag must be displayed in the principal room or assembly hall. The school will establish appropriate rules and regulations for the proper care, custody, and display of the flag.

Employees are expected to be at work during school hours. The school will observe many holiday and patriotic observances throughout the year, which will not be considered school hours. The following is a sample leave policy for another charter school in Indiana:

Attendance & Punctuality

Punctuality and regular attendance are important to the smooth operation of AQS schools. If you are consistently late or excessively absent, student progress will be affected and an unfair burden is placed on your co-workers. Therefore, unless your absence is permitted or excused under AQS's, sick or other policies, you are responsible for being at work and arriving on time. If you are going to be absent or late, it is your responsibility to call your Director or supervisor as soon as possible. If you are absent for more than two days, you must notify your supervisor each day.

An employee who is absent for reasons other than those permitted or excused by AQS's holiday, vacation, or leave policies, or who repeatedly fails to provide notice as required, will be subject to appropriate disciplinary action, up to and including discharge.

Leave Policies

Sick Leave

Eligible employees earn ½ day of sick leave for each full calendar month worked (up to six (6) full days of sick leave per year).

The following guidelines are designed for the proper use of sick leave:

a) If you intend not to report to work, you must phone your campus Director or have someone call for you by 6:00a.m. or as early as possible. This procedure allows your Director to rearrange work schedules in your absence. The employee must call each day he/she intends not to report to work.

b) If you foresee the need to take sick leave (e.g., for non-emergency surgery or for a doctor's appointment), tell your supervisor as soon as possible so that plans can be made to cover your absence.

c) In case of an extended absence, you should consult the AQS corporate office and your insurance plan booklet to see whether you are eligible for long-term or short-term disability leave.

d) Sick leave unused at the end of the year may be carried over into the next year, to a maximum of 60 days.

e) Employees will not be paid for unused sick leave when their employment ends.

f) Employees who take sick leave the day before or after an official holiday, must present evidence of their illness upon their return to work.

If you are eligible for sick leave, you may use the leave to care for your sick or injured children on the same terms that apply to use for your own illnesses or injuries.

Personal Leave

Eligible employees earn up to two (2) personal days for the full academic year. These two (2) days are subject to prior approval by the campus Director and do not accumulate year to year. Personal leave days taken the day before or after a holiday may result in a salary reduction for missed days.

Family and Medical Leave

Employees may take unpaid leave per the terms of the Family and Medical Leave Act (FMLA) of 1993.

Attachment 46: Personal Financial Responsibility Instruction

The Delaware Academy will integrate personal financial literacy into the curriculum across all academic content areas. The students will achieve standards and benchmarks through multiple short term and year-long projects. Creating a school economy whereby eighth grade students assist younger students to earn school “money” and use it in a variety of ways, from investing, to charitable giving, to saving. The benchmarks will spark the activities created by teachers and students to master content knowledge. Other on-line and print resources will be utilized to assist with instructional content. These resources include:

- **The Bad Credit Hotel:** Visit The Bad Credit Hotel to enlighten the murkier areas of your credit know how—brought to you by the U.S. Treasury Department.
- **Banking Basics:** Published by the Federal Reserve Bank of Boston, this 30-page publication answers many of the most common questions about banks and banking.
- **Banking on Our Future:** Sponsored by Operation Hope with support from Wells Fargo Bank, this highly interactive site provides information, activities, and games in English and Spanish that introduce money management skills to students in grades 4-8, high school students, and adults.
- **Federal Reserve Education:** This site contains links to a wealth of free educational resources, including curriculum, videos, booklets, research, newsletters, interactive Web sites (such as Fed101, Peanuts & Crackerjacks, and What Is a Dollar Worth?), and other Federal Reserve and non-Fed educational materials.
- **Federal Reserve Kids Page:** Launched by The Federal Reserve Board, this site is designed to educate middle school students about the Board of Governors of the Federal Reserve System. The new Web page is designed in a user-friendly, question-and-answer format to ensure easy navigation and the ability to learn basic information about the Fed.
- **Financial Football:** Visa and the National Football League have teamed up to help students across the country learn financial concepts—with Financial Football. Students tackle financial questions in this fast-paced, quiz-style game which divides classrooms into two teams that compete by answering finance-themed questions to earn yardage and score touchdowns.
- **Frugal Living:** This site provides resources and ideas for teens and young adults to help them understand and control their money through saving and budgeting.

- **Hands on Banking (El futuro en tus manos):** Sponsored by Wells Fargo Bank, this innovative, entertaining program includes customized instruction in English and Spanish for four age groups, from 4th grade through adult.
- **Learning the Value of Money: Lesson Plans & Activities:** You'll find online or downloadable activities, games, lesson plans, and resources for parents and teachers about teaching children from kindergarten to high school about money.
- **Money in Motion:** The American Bankers Association Education Foundation teamed up with Scholastic, the largest publisher of children's books, to produce Money in Motion, a financial literacy program designed to help teachers educate their students on basic financial skills. Targeted to students in grades 7-12 and using reproducible handouts and problem-solving exercises, the materials cover a broad range of subjects.
- **Moneyopolis:** This site introduces you to Xerbie, a visitor from outer space who's stranded in Moneyopolis because he couldn't save enough money to repair his broken spaceship. Help him get back home by answering questions in each section of the site and completing the game. The site encourages kids to consider finding an after-school job, saving for college, and setting long-term goals while learning about the importance of community volunteer work. Developed for grades 6 to 8.
- **Money Skills for Life:** Sponsored by Visa U.S.A., the Practical Money Skills for Life Web site is designed to help educators, parents, and students practice better money management for life.
- **Understanding Taxes:** Sponsored by the Internal Revenue Service, teens will learn how much they will earn after taxes from various summer jobs at this site.
- **Young Americans Bank and Education Foundation:** This site informs visitors about banking basics, how to calculate interest, and the cost of college. It is the site of the world's only bank dedicated to young people.

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

(Insert School and Building Name)

Promulgation Statement

(Insert School Name) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of *(Insert School Name)* emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of *(Insert School Name)*. It is a result of a comprehensive review and update of school policies in the context of its location in *(Location)* Illinois and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

SCHOOL BOARD

DATE

LOCAL EMERGENCY MANAGEMENT

DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL

DATE

SUPERINTENDENT

DATE

SCHOOL BOARD

DATE

DATE

DATE

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A. INTRODUCTION

1. Authority

A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones

B. State: Public Act 94-600 School Safety Drill Act; 29 Illinois Administrative Code 1500 (School Emergency and Crisis Response Plans); 77 Illinois Administrative Code 527 (Physical Fitness Facility Medical Emergency Preparedness Code)

C. Local:

D. School Board:

2. Purpose

A. This Basic Plan outlines **(Insert School Name)** approach to emergency management and operations. It has been developed to assist **(Insert School Name)** protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

A. The mission of **(Insert School Name)** in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

B. The goals of **(Insert School Name)** are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

4. Explanation of Terms

A. Acronyms

- | | | |
|----|------|-----------------------------------|
| 1. | AED | Automated External Defibrillator |
| 2. | CERT | Community Emergency Response Team |
| 3. | CFR | Code of Federal Regulations |
| 4. | CPR | Cardio-Pulmonary Resuscitation |
| 5. | EOC | Emergency Operations Center |

6.	EOPT	Emergency Operations Planning Team
7.	EPI	Emergency Public information
8.	FEMA	Federal Emergency Management Agency
9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B. Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is

beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- C. Requires community-wide warning and public instructions.
- D. Requires a response by all local response agencies operating under one or more ICs.
- E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. **Inter-local agreement**

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. **(Insert School Name)** is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately _____ students. The school's current enrollment of students with special needs is approximately _____. Special needs students are located in the following building(s) / room(s): _____

The school's staff is comprised of:

_____ teachers
_____ administrators
_____ office/support staff
_____ aides
_____ cafeteria staff
_____ custodial staff

C. The school employs approximately _____ people with special needs. Employees with special needs are located in the following building(s)/room(s): _____

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 12.

2. Building Information

A. **(Insert School Name)** is made up of _____ building(s).

B. The school consists of a main campus located at _____

C. The school also includes the following buildings:

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for **(Insert School Name)**. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. (Insert School Name) will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limitations

A. It is the policy of **(Insert School Name)** that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, **(Insert School Name)** can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of **(Insert School Name)** officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school . We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. **(Insert School Name)** recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. **(Insert School Name)** will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their

normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**
2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:
 - a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
 - b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.
 - c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
 - d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

- e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

B. Notification Procedures

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. Training and Exercise

1. **(Insert School Name)** understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.
2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
4. **(Insert School Name)** will plan for 3 Evacuation, 1 Severe Weather/Shelter-in place and 1 Bus Evacuation drill. **(Insert School Name)** is encouraged to plan 1 Law Enforcement exercises during the school year. The types of drills and exercises will be determined by the District Emergency Management Coordinator in compliance with the provisions of PA 94-600 (105 ILCS 128) also known as the School Safety Drill Act. .

5. (Insert School Name) will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relate to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E. Source and Use of Resources

1. (Insert School Name) will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A. Request assistance from volunteer groups active in disasters.

B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

A. (Insert School Name) intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale

incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
 - a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive

arrangements for evacuees.

9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. **Activities by Phases of Emergency Management**

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

B. Mitigation/Prevention

1. **(Insert School Name)** will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2. Hazard Analysis
3. Identifying hazards
4. Recording hazards
5. Analyzing hazards
6. Mitigating/preventing hazards
7. Monitoring hazards
8. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices.
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.

- e. Completing an After Action Review after drills, exercises and actual emergencies.
 - f. Revise plan as necessary.
- D. Response
 - 1. (Insert School Name) will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.
- E. Recovery
 - 1. If a disaster occurs, _____ will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.
- F. Emergencies Occurring During Summer or Other School Breaks
 - 1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 6.
 - b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c. Notify staff or families of students identified in #2 and recommend community resources for support.
 - d. Notify general faculty/staff by letter or telephone with appropriate information.
 - e. Schedule faculty meeting for an update the week before students return to school.
 - f. Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

A. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal.

C. Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates (Insert School Name) planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes District Emergency Management Coordinator, Principal, School Resource Officer, Counselor(s), and Nurse(s). The emergency operations planning team members are listed in Appendix 7.

D. Emergency Response Team

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include _____

E. Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To

facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 12.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

B. Executive Group Responsibilities

1. The School Board

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

2. The District Superintendent

- a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- g. Implement the policies and decisions of the governing body relating to emergency management.

- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
 - i. Coordinate emergency assistance and recovery.
3. **The District Emergency Management Coordinator**
- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
 - b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
 - c. Develop and coordinate in-service emergency response education for all school personnel.
 - d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
 - e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
 - f. Request assistance from local emergency services when necessary.
 - g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
 - h. Keep the superintendent and principal appraised of the preparedness status and emergency management needs.
 - i. Coordinate local planning and preparedness activities and the maintenance of this plan.
 - j. Prepare and maintain a resource inventory.
 - k. Arrange appropriate training for district emergency management personnel and emergency responders.
 - l. Coordinate periodic emergency exercises to test emergency plans and training.
 - m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
 - n. Serve as the school's Emergency Management Coordinator.
 - o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
 - p. Encourage incorporation of emergency preparedness material into regular Curriculum.

- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

4. The School Principal

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep school board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
5. **Emergency Operations Planning Team will:**
- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
 - b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
 - c. Organize Emergency Response Teams.
 - d. Recommend training for the Emergency Response Teams.
 - e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.
 - f. Provide information to staff, student and community on emergency procedures.
 - g. Provide assistance during an emergency in accordance with designated roles.
 - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
6. **Emergency Response Teams will:**
- a. Participate in the Community Emergency Response Team (CERT) program.
 - b. Create annexes for their specific emergency function.
 - c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
 - d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
 - 2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
 - 3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations.

They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

7. Teachers will:

- a. Prepare classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

8. Technology/Information Services will:

- a. Coordinate use of technology.

- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

9. Transportation will:

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

10. The School Incident Commander will:

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will

assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

A. The line of succession for the principal is:

1. _____
2. _____
3. _____

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
 - a. Assess and update emergency operations plans and procedures.
 - b. Discuss updates to school and local emergency operations plans with emergency responders
 - c. Review duties and responsibilities of emergency response team members.
 - d. Provide CPR and first aid training for staff.
 - e. Conduct training and drills.
 - f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
 - a. Review and upgrade security measures
 - b. Review emergency communication plan
 - c. Inventory, test, and repair communication equipment.
 - d. Inventory and restock emergency supplies
 - e. Conduct emergency operations training and drills
3. Yellow – Elevated
 - a. Inspect school buildings and grounds for suspicious activities.
 - b. Assess increased risk with public safety officials.
 - c. Review crisis response plans with school staff.
 - d. Test alternative communications capabilities.
4. Orange – High
 - a. Assign staff to monitor entrances at all times.
 - b. Assess facility security measures.
 - c. Update parents on preparedness efforts.
 - d. Update media on preparedness efforts.
 - e. Address student fears concerning possible emergency.
 - f. Place school and district emergency response teams on standby alert status.
5. Red – Severe

- a. Follow local and/or federal government instructions (listen to radio/TV).
- b. Activate emergency operations plan.
- c. Restrict school access to essential personnel.
- d. Cancel outside activities and field trips.
- e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations

(Insert School Name) is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:

- a. Activation or deactivation of emergency facilities.
- b. Emergency notifications to local emergency services.
- c. Significant changes in the emergency situation.
- d. Major commitments of resources or requests for additional resources from external sources.
- e. Issuance of protective action recommendations to the staff and students.
- f. Evacuations.
- g. Casualties.
- h. Containment or termination of the incident.

4. Incident Costs

A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

- 1. Personnel costs, especially overtime costs
- 2. Equipment operations costs
- 3. Costs for leased or rented equipment
- 4. Costs for contract services to support emergency operations
- 5. Costs of specialized supplies expended for emergency operations
- 6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6. Preservation of Records

A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review

A. The Superintendent, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams

are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

2. Update

a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.

c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Summary of Agreements and Contracts

Insert applicable agreements and contracts her for (INSERT SCHOOL NAME HERE)

APPENDIX 2

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here

<div><div>School Commander</div><div>1. _____ 2. _____</div><div>Alternate School Commander(s)</div></div>			
<div><div>Public Information Officer</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Acts as a liaison between school and public (including media)</div></div>		<div><div>Safety Officer</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Ensures the safety of the students, staff, and others on campus is the highest priority</div></div>	
		<div><div>Liaison Officer</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Acts as a point of coordination between the Incident Command and other public agencies and</div></div>	
<div><div>Operations</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency</div></div>	<div><div>Planning</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post</div></div>	<div><div>Logistics</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Manages personnel, supplies, and equipment. During a response, the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work.</div></div>	<div><div>Finance & Administration</div><div>Alternates</div><div>1. _____</div><div>2. _____</div><div>Responsible for buying materials and keeping financial records of expenditures and employee hours</div></div>

APPENDIX 4

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 5

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

APPENDIX 6

Phone Tree

Insert phone tree

APPENDIX 7

Emergency Operations Planning Team

<u>Title/Name</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>Other</u>
District Emergency Management Coordinator			
Principal			
School Resource/ Liaison Officer			
Building & Grounds Supervisor			
Transportation Director			
Counselor(s)			
Nurse(s)			
Other Staff			

APPENDIX 8

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

District Contacts Number

- Superintendent
- School Safety
- Transportation
- Operations
- Food Services
- Health Services

School Contacts Number

- Principal
- Assistant Principal
- School Nurse
- Counselor
- School-Based Law Enforcement
- Resource Officer
- Maintenance Department

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 9

Resource Inventory

Insert resource inventory of emergency equipment.

Include:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 10

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
(Insert School Name)

APPENDIX 11

Staff Skills Survey & Inventory

Name & School _____ / _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.**

____ First Aid (current card yes/no) ____ CPR (current yes/no) ____ Triage ____ Firefighting
____ Construction (electrical, plumbing, carpentry, etc.) ____ Running/Jogging/physical fitness
____ Emergency Planning ____ Emergency Management ____ Search & Rescue
____ Law Enforcement Bi/Multi-lingual (what language (s)) _____
____ Mechanical Ability ____ Structural Engineering ____ Bus/Truck Driver
(CDL yes/no)
____ Shelter Management ____ Survival Training & Techniques ____ Food Preparation
____ Military Experience (current ____ CB/Ham Radio Operator ____ Journalism
(reserves/national guard yes/no)
____ Camping ____ Waste Disposal ____ Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT
COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE
AT SCHOOL?

APPENDIX 13

Master Campus Schedule

Insert Master Campus Schedule

APPENDIX 13

Emergency Response Drill Log

School: _____ **District:** _____

Date	Type of Drills	Comments
•		

APPENDIX 14

Distribution List

Insert Distribution List

APPENDIX 15

Security Audit

Insert Security Audit information

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

- A. Functional Protocols-Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-Campus Evacuation
 - Mental Health/Crisis Intervention

- B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Active Shooter/Hostage Situation
 - Nuclear Power Plant Accident
 - Severe Weather
 - Hazardous Materials Release (indoors and outdoors)
 - Earthquakes
 - Active Shooter/Armed Intruder
 - Utilities Loss or Failure
 - Media
 - Structural Failure
 - Medical Emergency
 - Public Health Emergency

Functional Protocols (District-wide)

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- duck and cover,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

Purpose: *Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director or bus service to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- • At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

Purpose: *When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building..
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

Lockdown

Purpose: *Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

Office Staff:

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

****Consider using a duress code to authenticate any all-clear signal****

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

Shelter-in-Place

Purpose: Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

Purpose: Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

Purpose: *This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.

- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

Purpose: *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

Purpose: *These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the Superintendent of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.

- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student’s class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.

- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page ____ of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

-
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO _____
ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials

- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to _____ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like? _____

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 1. Who
 2. What,
 3. When,
 4. Where(location)
 5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.

- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to _____ if weather is inclement or building is damaged.
(Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster , the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.

- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the “All Clear” or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

NUCLEAR POWER PLANT RADIOLOGICAL EVENT

Schools within 10-mile radius (Insert facility name(s)) Nuclear Station: Listen for 3 to 5 minute steady siren blast. This signals public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration:

- School Commander announces EVACUATION alert to students and staff directing them to remain the classrooms until transportation arrives and a second notice is given to load the buses.
- School Commander contacts (transportation coordinator) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- School Commander or designee notifies the relocation center to activate the FAMILY REUNIFICATION PROTOCOL.
- Activate the parent notification protocol and direct them to the relocation site.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Post evacuation signs at the main entrances to the building.

Teacher responsibilities during evacuation and movement to relocation site:

- Return to homeroom or keep classes intact.
- Take roll.

- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Wait in classroom until School Commander or designee informs teachers that buses have arrived.
- Take class roster, emergency Go Kit and move students to the bus staging area for loading.
- Take roll again after arriving at the relocation center

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

District spokesperson

Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the

emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.

- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SC will give the "All Clear" signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the Superintendent's office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)

- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student's off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.

- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocols
- Refer media to:

District Spokesperson

Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means "Everything is OK in the classroom"; a RED card means, "Emergency assistance is needed."
- Teachers, staff and students will remain in LOCKDOWN until given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, "TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE", exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.

- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report

any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.

- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
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- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent's Office.

MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
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Alternate District spokesperson:

Name	Telephone Numbers (home, work, mobile)
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- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____
Name Room #

Alternate Public Information person: _____
Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary

- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary. (Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.

- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian

PUBLIC HEALTH EMERGENCY

(Protocol under development by the Illinois Dept of Public Health)

Attachment 48: Dress Code

School is a place to learn. Any clothing that diverts attention from the learning process is inappropriate. For this reason, the Academy requires the wearing of a school uniform at all times, with the exception of Friday. All clothes or accessories must be worn in a style that reflects dignity in a school environment. All dress code violations are left to administrator and staff discretion. Improper Friday dress includes the following:

No midriff tops, no short-shorts, no skirts above mid-thigh, pants must be pulled up around the waist or hips as they were designed to be worn. No bare-backs, and no undergarments will be worn in a way as to be visible to others. No ear, nose or tongue jewelry will be worn in school other than one pair of earrings per female, worn in the ears. No crude images, pictures or messages on clothing will be permitted in the school or on school grounds by students OR PARENTS. It is not acceptable to be offensive to others at any age.

Uniforms will be clean and well cared for. Females will wear Khaki pants with either a green polo style or white oxford cloth shirt. Varying styles and sizes of shirts will be available at the school. Males will wear Khaki pants with navy blue polo style or white oxford cloth shirts.

Attachment 49: Student and Parent Handbook

Welcome

Welcome to the Delaware Academy. Our Academy, established in January of 2012, is a public charter school of choice. Any student in Indiana may enroll in and attend. There are several pieces of information that you will need to know and have access to during the year. We hope that this collection of information will provided most of the answers to your questions. However, you are encouraged to call the office at any time if there are any questions you have or concerns we need to hear.

The Delaware Academy is located at: _____

The phone/fax number is: _____

The website can be found at: _____

You can find us on Facebook at: _____

Getting to and from School

Parents can transport students to school each day. Most students are car riders, and our staff will be happy to assist parents in starting a carpool to minimize any traffic congestion. _

Daily Schedule (Half Day Dismissal at 11:30, No Lunch Served)

7:30	Staff Arrives
7:30-7:45	Students allowed in school building to wait in the lunchroom
7:45	Students allowed in classrooms
8:00	School begins
8:00-8:05	Homeroom
8:07- 9:57	Period 1
9:00 - 9:50	Period 2
9:53 - 10:43	Period 3
10:46 - 11:36	Period 4
11:39 - 12:29	Period 5
11:30-11:55	3-5 Lunch & K-2 Recess*
12:00 - 12:25	K-2 Lunch & 3-5 Recess*

12:30 – 1:00	Lunch*
1:02 – 1:52	Period 6
1:55 – 2:45	Period 7
2:45	Bus riders dismissed
2:50	Car riders dismissed
2:50- 3:50	Fifth Block begins (in-school suspension time, enrichment classes, private music, art, dance lessons)
3:15	Teachers depart
5:00	Extended Care closes

*Volunteers are needed to assist with cafeteria and playground supervision.

I. ATTENDANCE AND TARDINESS

Tardiness

If arriving after 8:00 a.m., pick up a tardy slip in the main office before reporting to class. Students who are not in their classrooms by 8:00 a.m. are considered tardy and must report to the office to sign in and pick up a tardy slip in order to be admitted to class. On the day following a student's third unexcused tardy in one grading period, the student will serve an in-school suspension. Parents, please help us model good work ethics by making sure students arrive on time each day. If student arrives after 11:00 AM, the student is counted as absent for the day.

Absences

When a student is sick, we encourage parents to phone or email the school and inform the office of the student's illness. Please send in a note on the day the student returns from said absence, or the absence will be counted as unexcused. The note should include

- 1) the absent student's name
- 2) the reason for the absence
- 3) the dates of the absence
- 4) the parent's/guardian's signature

Excused Absences

Absences due to personal illness, death in the immediate family, medical appointments, emergencies, and subpoenas to court are excused. An absence may also be counted as excused if it is previously approved by the school as an academic learning experience. If a student will be out for this reason, s/he must inform the office at least three days in advance, to inquire if such an absence can be approved. Please come by the office for an Academic Absence Form. Such approval may involve something that the student produces based on the experience, which can then be evaluated by the teacher.

Excessive Unexcused Absences

For excessive absenteeism, a letter will be sent home to parent/guardian and the appropriate officials will be notified using the following procedure:

• 3rd unexcused absence:	Notification letter sent to parent/guardian
• 6th unexcused absence:	Second notification letter sent to parent/guardian
• 8th unexcused absence: Excessive Absence Letter	Sent to parent/guardian
10th unexcused absence:	Third notification letter sent to parent/guardian and copied to the appropriate Department of Social Services, Child Welfare Office.

II. PICK UP AND DROP OFF

Student Pick-up From School

To locate or pick up a student from school at any time before dismissal, please report directly to the main office.

Early Dismissal

To be counted as present for the school day, a student must be in school until 11:00 AM. Persons signing-out students early from school must sign in at the office and pick up an early dismissal slip. Staff members will not release students to parents unless they have a signed early dismissal slip from the office. Parents or guardians must call or write the office if they wish other adults to pick up their children. As a safety measure, Delaware Academy staff members will check the drivers license of adults with whom we are not familiar that are picking up students. Students will not be released to unauthorized adults.

Car Riders

Drivers are asked not to drop off students until 7:30 a.m., the time at which the school is open to students. Parents are welcome to park (in designated parking spaces) and walk children into the building. Drivers coming to pick up students are asked NOT to arrive at the school before 2:15 PM. Children participating in the extended school options must be picked up no later than 5:00 pm.

Bus Riders

Morning pick up time and drop off times are as follows for the two Delaware Depot Stops:

Muncie: 7:10 am / 3:30 pm Depot Location: _____

Desoto: 7:00 am / 3:40 pm Depot Location: _____

III. VISITORS & PARENT VOLUNTEERS

We rely heavily on parent volunteerism at the Delaware Academy. If you would like to volunteer on a regular basis we have opportunities for parents to work in the lunchroom, in the Library, in the Office, and in the outdoor project area. Volunteers are needed on an occasional basis for classroom assistance, guest reading/being a reading buddy, special events, fundraising and public awareness events, and to assist with giving tours of the school with the school leader or parent involvement coordinator.

There will always be a clipboard in the office with a list of ways parents can help. All visitors and parent volunteers must report to the office to sign in, even if you have a scheduled meeting. Please wear one of our volunteer or visitor nametags. This will insure a safe school environment for all our students.

IV. PARENT/SCHOOL COMMUNICATION

The Delaware Academy invites all parents to communicate with Delaware Administrators and teachers in person, over the phone, by email or through notes from home. Phone messages left in the office will be relayed to the classroom teachers at the next class period. Only in an emergency will a teacher be interrupted during class time. Information about student progress and assignment grades will be available in between reporting periods by accessing the on-line grade book called (Progress Book, or other)

Materials Sent Home with Students

Newsletters and other items may at times be sent home with students. It is our goal to be as environmentally friendly as possible, and have very little paper trail from the Delaware Academy, so most communication will be through our website, through (Progress Book), by phone or text message, or email. If we receive donations of paper from businesses, we will do our best to use it responsibly in our classrooms and for note paper or “scratch” paper, then send it for recycling.

Inclement Weather

Notices of closing or delayed opening due to inclement weather will be posted on the school website and with local radio and television stations. In addition, the school will use its telephone notification system to inform families of closings or delayed openings.

V. MANAGEMENT OF STUDENT CONDUCT

Discipline Plan

The common thread of successful discipline plans is clear communication regarding expectations for student behavior and the consistent application of fair consequences. Teamwork between school personnel and parents is also essential. The Delaware Academy maintains the highest expectations for student achievement and behavior. Our school demands that every student take full responsibility for his or her learning and behavior. Maintaining a safe and orderly learning environment is our highest priority. Discipline will be administered in a respectful manner.

A goal of our school is to utilize information about each child to identify potential problems with learning or behavior and begin to correct them as early in the year as possible. This information is gotten from parents and teachers and also includes the results of the Response to Intervention universal screening, done with all students. Positive behavior plans and instructional interventions can be initiated right away so students have the best learning potential for the full school year.

There are times when a students’ actions or behaviors become chronic, and despite attempts to correct them, a student must go through a disciplinary process. Although Delaware Academy’s school rules are enforced uniformly, each incident and each student must be assessed on an individual basis. Therefore, the application of all policies and rules in this handbook are ultimately subject to the discretion of the Delaware Academy administration.

School Rules

1. Abide by classroom and teacher rules at all times.
2. Walk in the school building.
3. Carry a pass when unescorted by an adult.
4. Speak softly in the hallway

5. Respect self, property, and others, especially in lunchroom and bathrooms.
6. Play safely on school grounds.
7. No profanity (this includes cursing audibly to oneself).
8. Do not report tardy to class.
9. Dress appropriately (see policy below).
10. Leave audio devices and toys at home (see policy below).
11. No public displays of affection (see policy below).
12. No instigating fights or instigating other negative behaviors.
13. Students will not chew gum in the school building.
14. Sexual or racial harassment is not tolerated. Investigation and discipline action will be completed within ten school days of the reporting of such an incident.
15. Students are required to come to class prepared with all necessary materials.
16. No gambling
17. ABSOLUTELY NO BULLYING

Disciplinary Steps

1. Remediation plan by classroom teacher
2. Assignment to the fifth block in the school day (2:50 – 3:50)
3. Suspension (in school or out of school, depending on offense)
4. Expulsion

Each teacher has classroom rules that correlate with school wide rules. All teachers have a plan for managing classroom disruptions that includes at least one warning.

The following violations may earn automatic out-of-school suspension

- Fighting or willful and aggravated assault on any member the school community (see policy below).
- Direct profanity. Direct profanity involves inappropriate actions and/or language used to insult others.
- Hazing or threatening members of the school community.

- Bullying any member of the school community, through verbal, written or by action statements. This includes texting and “cyber-bullying”.
- Defiance. Typically involves the willful and public refusal to follow adult direction.
- Theft of personal or school property.
- Tobacco products, drugs, drug paraphernalia, alcohol, firearms, explosives, weapons, or general threats to the school community.
- Extortion of other students, willful destruction of school property, verbal abuse of staff, or engaging the fire alarms.

Bus Rules

All school rules apply when on the bus in addition to the following rules. Safety is our first priority. Delivering children to their stops in a timely manner is our second priority.

1. Stay seated.
2. Keep head, hands and feet inside the bus at all times.
3. Keep your voice within reasonable limits...as set by the driver.
4. Seats may be assigned at the discretion of the driver.
5. Food drinks, audio devices, toys, and sunglasses are not allowed on the bus.
6. Do not throw trash on the floor. Keep the bus clean.
7. Cooperate with the driver.
8. No animals are allowed on buses. Children or adults who do not attend or work at Delaware Academy may not ride the school bus at any time.

Disciplinary Steps for Bus Infractions

1. Written Warning
2. Bus suspension
3. Bus expulsion

At times the bus driver may find it necessary to return a student(s) to school to ensure bus safety. You will be called to pick up your student immediately.

Drug, Drug Paraphernalia, and Alcohol Policy

Any students found to have tobacco of any form in their possession will receive a letter of warning sent home to their parents. Repeat offenders will be suspended from school for three days. Any students found smoking on campus, using or carrying drugs, drug paraphernalia, unauthorized medicine or alcohol will be suspended from school for ten days. This may be reduced to five days if the student and his or her parents bring a signed note from a mental health agency verifying their attendance at a counseling session on substance abuse.

Dress Code

School is a place to learn. Any clothing that diverts attention from the learning process is inappropriate. For this reason, the Delaware Academy requires the wearing of a school uniform at all times, except on Friday. All clothes or accessories must be worn in a style that reflects dignity in a school environment. All dress code violations are left to administrator and staff discretion. Improper Friday dress includes the following:

No midriff tops, no short-shorts, no skirts above mid-thigh, pants must be pulled up around the waist or hips as they were designed to be worn. No bare-backs, and no undergarments will be worn in a way as to be visible to others. No ear, nose or tongue jewelry will be worn in school other than one pair of earrings per female, worn in the ears. No crude images, pictures or messages on clothing will be permitted in the school or on school grounds by students OR PARENTS. It is not acceptable to be offensive to others at any age!

Uniforms will be clean and well cared for. Females will wear Khaki pants with either a green polo style or white oxford cloth shirt. Varying styles and sizes of shirts will be available at the school. Males will wear Khaki pants with navy blue polo style or white oxford cloth shirts.

VI. SCHOOL GOVERNANCE

The Delaware Academy is a public charter school. The school is governed by a Charter School Foundation Board. The CSFB meets on the fourth Thursday of each month at 7:00 pm. at the Delaware Academy. All meetings are open to the public. Any parent is welcome to address the board at any time with questions or comments during the open forum at the end of each business meeting. If a parent has a grievance, there is a separate procedure to follow, as outlined below.

Grievance Procedure

Step 1

Face-to-face meeting with to resolve the issue.

Step 2

If there is no resolution with the individual, request a meeting with the school's principal. If the grievance is with the principal specifically, and you have already met with him/her, you may submit directly to the Grievance Committee (one Board member, one teacher, and one administrator from another school district) as outlined in the following steps.

Step 3

If the Grievance Committee feels that a resolution could be reached through mediation, a request may be made by the committee to all parties to acknowledge and embrace any solution provided by mediation in lieu of presentation to the school board (CSFB).

Step 4

The Grievance Committee sets up a hearing to take place within 14 calendar days of receipt of the letter of request from the complainant.

Step 5

Present at the hearing are the Grievance Committee, the complainant and the defendant. The procedure for the hearing as follows:

- a) The complainant presents his/her grievance.
- b) The defendant is given time to respond.
- c) The defendant and the complainant are dismissed.
- d) Grievance Committee deliberates and writes a recommendation.

Step 6

- a) On the following business day, the Grievance Committee sends its recommendation to the school board.
- b) At the next school board meeting, the recommendation is either placed on the consent agenda or discussed by the Board. If necessary (i.e. if time is a concern), an emergency school board meeting may be called to address the grievance.
- c) If the Board approves the recommendation, it is implemented and the process is finished.
- d) If the Board rejects the recommendation, an immediate executive (closed) session is called to re-hear the grievance (in the same format as Step 5). Immediately following this executive session the entire attending Board reconvenes and decides by a majority vote to accept or reject the new recommendation.

VII. HEALTH AND SAFETY

Medical

Information

Students taking medication of any kind (prescription or over-the-counter) while at school, must bring a completed **AUTHORIZATION OF MEDICATION FOR STUDENTS** form, signed by a doctor and parent. Medication shall be kept in the main office. Additional forms are available in the main office.

Lice: No student will be allowed to stay in school if nits (lice eggs) are found in his/her hair.

Contagious conditions: Any student appearing to have a serious contagious condition (e.g. rash, pink eye), may be sent home immediately.

Hygiene: Good hygiene and cleanliness helps us maintain a proper learning atmosphere. Students are expected to adhere to high standards of cleanliness. If a student's poor hygiene or lack of cleanliness becomes a health concern, or if it draws negative attention from other students the parent will be called to see how the school can assist in helping in the daily preparation of the student for school.

VIII: MISCELLANEOUS ITEMS

Textbooks (and school property loaned to students)

Textbooks are provided on a loan basis to all students. Each student is responsible for textbooks and school property assigned to him/her. If books or property are lost or damaged beyond expected wear and tear, students are expected to pay to repair or replace the book or property.

Bookbags and Lockers

Students will be asked to leave their bookbags in their cubbies/lockers. Middle school students will be provided with a few minutes passing time between periods to get any materials for their next class. Middle School students may put locks on lockers, however, lockers are subject to search by school staff with reasonable suspicion.

Milk & Meals

Milk and meals will be offered to students at a price that allows The Delaware Academy to cover its costs and provide affordable meals. Each family will be provided an application for free and reduced meals. Once completed, the business services manager will contact you about your eligibility for that program.

Audio Devices, Toys, Playing Cards, Trading Cards of Any Kind, Cosmetics, & Other Distractions

No audio devices, playing cards, trading cards of any kind, nor cosmetics are to be brought to school as they interrupt the learning environment. These include balls, stuffed animals, CD's, I-pod's, cell phones, hand-held video games etc.. Delaware Academy staff may allow students to bring particular audio devices and toys as needed for classroom activities. When doing so, these objects are to be kept in the classroom or learning environment, not among the general school population. Audio devices, toys, and trading cards, cosmetics, lotions, perfumes, after shave, and other personal grooming aids will be confiscated if brought to school. Any confiscated items will be kept in the school office until a parent picks them up. If the item is found on school property again, it will be kept in the office for the remainder of the school year.

Public Displays of Affection

Hugging, hand holding, kissing, and other similar physical contact is not permitted.

School Searches

Searches of student's person or belongings are typically conducted when students are thought to be in the possession of alcohol, drugs, drug paraphernalia, tobacco, weapons or any inappropriate materials. School personnel need what the law defines as "reasonable suspicion" to search a student's clothing or belongings. Reasonable suspicion is defined as information from a reliable source. In the event of a search, students will be taken aside, and in the presence of at least two staff members, be asked to empty their pockets, purses, bookbags, and/or other personal belongings. Parents will be contacted in the event of a search involving their child.

TITLE I TARGETED ASSISTANCE PROGRAM

The Delaware Academy receives Title I Targeted Assistance funds. Parents are their children's first teachers, and involvement of parents at Delaware Academy is critical to the success of the child and the school. For this reason, Delaware Academy employs a community & parent involvement coordinator. This is the person at the school who will help you with all issues related to supporting your child's education outside of school, what to plan for your child's future, how you can improve your own skills, and how to obtain needed resources that your family needs to stay strong.

There will be several opportunities through the year for parents to hear from the "experts" about important topics that parents need to know. A parent survey is completed each year to let you inform the school about the topics you need to learn about the most. We will schedule professional speakers from the community to meet with you and provide the information you need.

The community & parent involvement coordinator will meet with you and your child at home one or two times per year, and more if there is a need. During this time, you may have frank discussions about the educational and social needs of your family. This is also a time to have homework questions answered, get help in using technology to connect with the school, and help in setting up routines for school success.

Parents will be given the opportunity to confer with their child's Title I instructors and classroom teachers. Parents will be informed of the program that has been designed for their child and his/her progress will be reported. Parents will be encouraged to visit the Title I classrooms and to volunteer in school activities.

Delaware Academy will offer flexible schedules for meetings, such as parent conferences on teacher workdays and opportunities for meetings in the evening, so that meaningful consultation may occur with parents of eligible children.

VIII. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Notification of Rights for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of

the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

[NOTE: In addition, an institution may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

FERPA Notification

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Delaware Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, The Delaware Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary. The primary purpose of directory information is to allow The Delaware Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets

The following information is considered "Directory Information"

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes: 1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Attachment 50: Transportation Plan and Policy

Parents are responsible for getting their children to school, which does not currently have means to transport students to school. However, the school will operate a shuttle between the two campuses.

Currently, there no school-wide transportation plans for year one. The Academy will develop a transportation action plan to meet the needs for student transportation as it is identified in future years, and as it relates to the school's budget.

Regardless of whether there is or is not school-provided transportation, student safety is paramount. At no time during those times when student are arriving at the school or leaving from the school should students be unattended. Thus, it will be school policy to have administrative staff, faculty, or other such designated officials in place to monitor students arriving and departing from the school. Parking lot areas should be monitored closely as well as sidewalk areas on the exterior parts of the school. We believe it is a wise part of our security system to have exterior cameras installed to monitor outside the school building.

II. PICK UP AND DROP OFF

Student Pick-up From School

To locate or pick up a student from school at any time before dismissal, please report directly to the main office.

Early Dismissal

To be counted as present for the school day, a student must be in school until 11:00 AM. Persons signing-out students early from school must sign in at the office and pick up an early dismissal slip. Staff members will not release students to parents unless they have a signed early dismissal slip from the office. Parents or guardians must call or write the office if they wish other adults to pick up their children. As a safety measure, Delaware Academy staff members will check the drivers license of adults with whom we are not familiar that are picking up students. Students will not be released to unauthorized adults.

Car Riders

Drivers are asked not to drop off students until 7:30 a.m., the time at which the school is open to students. Parents are welcome to park (in designated parking spaces) and walk children into the

building. Drivers coming to pick up students are asked NOT to arrive at the school before 2:15 PM. Children participating in the extended school options must be picked up no later than 5:00 pm

Attachment 51: Food Services Plan and Policy

Milk and meals will be offered to students at a price that allows The Delaware Academy to cover its costs and provide affordable meals. Each family will be provided an application for free and reduced meals. Once completed, the business services manager will contact you about your eligibility for that program.

Under consideration are plans to offer a morning meal program as well as a student lunch service. Preferred Meals Inc. out of Chicago is one vendor that may provide this service.

Attachment 52 School Promotion Policy

The transition to each grade level for general education students will be determined by several factors:

- Teacher Accountability – did the teacher make parental contacts and implement interventions for this student.
- Acuity Score growth throughout the year
- Attendance
- Discipline Record
- Classroom Grades
- Parental Input

After all factors have been taken into consideration the School Leader in collaboration with the classroom teacher will make the decision to either promote or retain the student of concern.

The promotion/retention of special education students will be determined in the year end case conference by the conference committee.

Attachment 53 – School Start-up Plan

January, 2011

- Submit Preliminary Proposal to Ball State University

Summer, 2011

- Preliminary Proposal Review Interviews with BSU

Sept, 2011

- Submit Proposal to Charter to Ball State University

Fall, 2011

- Proposal Review Interviews with BSU

Fall, 2011

- BSU Public Meetings

Fall, 2011

- BSU announces decision
- Finalize facility decisions

January, 2012

- Finalize necessary facility modifications needed

Winter, 2012

- Begin staff planning for school opening
- Finalize curriculum mapping process

Winter, 2012

- Begin facility modifications

Winter, 2012

- Begin recruitment of Principal

Winter, 2012

- Finalize Principal hiring
- Begin recruitment of other administrative staff
- Compile equipment, educational materials, furniture and supplies needs
- Begin public relations with community and local media

Spring, 2012

- Continue recruitment for other administrative staff
- Begin recruitment for faculty through teacher fairs, general advertising and personal contacts
- Prepare student advertising materials

- Prepare student materials – applications, etc.

Spring, 2012

- Continue public relations and community meetings
- Begin student recruitment and advertising
- Finalize administrative staff hiring
- Continue recruitment for faculty

April, 2012

- Student applications available
- Hold lottery if necessary
- Submit equipment and furniture orders
- Finalize hiring of faculty

May, 2012

- Continue student recruitment
- Finalize teaching and other staff contracts

June, 2012.

- Occupy physical facility
- Continue student recruitment if necessary
- Community and Public relations continue
- Mailings to parents and community leaders

July, 2012

- Continue community information meetings, second mailing out.
- All teachers and support staff positions filled.
- Complete all supply and equipment orders

August, 2012

- Teacher orientation and professional development meetings held
- New student and parent orientation meetings held
- School opens