

**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 **f Eunoia Charter School of Excellence**  
**d Indianapolis Public Schools**

Proposed Location (School District)

| Planned Enrollment and Grades | Grades Served | Proposed Enrollment |
|-------------------------------|---------------|---------------------|
| Year 1                        | <b>K-5</b>    | <b>405</b>          |
| Year 2                        | <b>K-6</b>    | <b>465</b>          |
| Year 3                        | <b>K-7</b>    | <b>525</b>          |
| Year 4                        | <b>K-8</b>    | <b>585</b>          |
| Year 5                        | <b>K-8</b>    | <b>585</b>          |

Desired School Opening 8.13.12 Date

### 2. Proposed Affiliations

Educational Management Organization (if any) (CMO) **Institute for School Excellence**

Public Contact Info (Name & Phone #) **Dr. Michelle Thompson**  
**317.383.6535**

### 3. Lead Applicant Contact Information

Lead Applicant Name **Dr. Michelle Thompson**

Mailing Address **212 W 10<sup>th</sup> Street Suite D465**

City **Indianapolis** Zip Code **46202**

E-Mail Address **michelle@schoolexcellence.org**

Primary Phone # **317.623.3162**

Secondary Phone # **317.383.6535**

Lead Applicant Media Contact Phone # **Dr. Michelle Thompson**

Signature **Michelle Thompson**

**Submit Print Copy of Completed Proposal to:**

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

## B. Application Summary

### 1. Charter School Name

Eunoia Charter School of Excellence

### 2. Charter School Location

3440 Guion Rd

### 3. Anticipated Opening Date

8.13.2012

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

Institute for School Excellence

non profit

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

### 6. Student Population and Grades Served

|        | School Year | Grades Served | Total Enrollment |
|--------|-------------|---------------|------------------|
| Year 1 | 2012-2013   | K-5           | 405              |
| Year 5 | 2015-2016   | K-8           | 585              |

### 7. Applicant(s)

| Name                  | Bio                                                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Michelle Thompson | Dr. Thompson has served charter and international education for 31 years; is co-founder of her own charter and has turned around four charter schools. |

### 8. Proposed Board of Trustees

| Name              | Bio                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Patricia Riley    | Ms. Riley holds 25 years experience in legal, bookkeeping and office management. She has served on several community organization non-profit boards.   |
| Claudette Kemp    | Ms. Kemp brings an international perspective to the Board as well as experienced in data processing and management; born and raised in Belize.         |
| Michelle Thompson | Dr. Thompson has served charter and international education for 31 years; is co-founder of her own charter and has turned around four charter schools. |
| Jarrod Dortch     | Mr. Dortch has a background in communications and is an instructor at Ivy Tech. His expertise will serve the School in reaching constituents and       |



|                      |                                                                                                                                   |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                      | <b>ensuring clarity of message.</b>                                                                                               |
| <b>Niles Ingalls</b> | <b>Small business owner and IT manager for Zionsville Public Library. Provides a matter of fact and process based perspective</b> |
| <b>Vacant</b>        |                                                                                                                                   |
| <b>Vacant</b>        |                                                                                                                                   |

## 9. Overview of the Proposed Program

Eunoia Charter School of Excellence (ECSoE) is a public charter school whose mission is to serve high needs, underserved children, offering a world-class education that celebrates and develops each child in an enlightened environment, nurturing creativity, fostering growth, developing responsibility and promoting collective stewardship. ECSoE incorporates innovative techniques to enhance life-long learning through use of multi-platform technology, varied instructional strategies, multiple intelligences, interdisciplinary curricula, and diverse cultural backgrounds of staff.

ECSoE is a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social-emotional health, and the security of a place to call home. We believe when a child’s fundamental needs are addressed, and a culture established that foster’s safety, well-being and consistency, the child is able to focus on learning and maximize potential.

Residents and community leaders with whom we have met indicate a strong desire and need for the Eunoia Charter School of Excellence, providing choice for parents of school age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in the Speedway Submarket provides families a quality K-8 education that offers a content-based curriculum that is rigorous, relevant and real, and counters the effects of closing and troubled IPS schools in the community. The School will be located on the near west side of Indianapolis on a 14-acre wooded lot. Located at 3440 Guion Road, the School will service an area plagued by closing schools and no current option for high quality choice education. The near west side of Indianapolis was carefully selected because of the alignment of community revitalization plans and restructuring of IPS with those of the School vision.

An integrated design builds on thematic units and projects based activities that engage learners in rigorous, relevant and real-world problem solving. A blended, or hybrid, model showcases effective instructional practices and technology, allowing the teacher to hook and engage students in learning through real-world activities that simulate how we live our lives, and ensure skills are logged in to long term memory.

This will be accomplished by developing a school that embraces scientifically based instructional models, enhanced curricular design, state of the art technology, and rigorous academic standards on a foundation of high moral and ethical character. ECSoE will incorporate a hybrid instructional model that blends effective teacher led practices with use of online learning tools. These components coupled with a highly trained staff and progressive leadership will prepare students to be productive citizens in a rapidly changing world culture.

Eunoia Charter School of Excellence will operate as a ‘green’ school – one of only a handful nationally and internationally. *Give Forward* Gardens will play an integral part of the *learning to serve* process as well as tie in with the core thematic units. Each grade level will host its own garden plot and will work with local organizations to identify community organizations that can benefit from the harvest.

A series of 1200W wind turbine will be positioned on the school’s campus. The wind turbines will generate electricity from the wind and send it back to Indianapolis Power and Light. The ECSoE will have a very small carbon footprint and will affirm our mission to be Indiana’s premiere green school. With only a 7mph wind, the wind turbine can generate a minimum 6.5kw of electricity. This will be a tremendous savings in electricity cost, usage and the wind turbine supports our green360™ sustainability plan. The wind turbines and ‘green’ initiative provide a wonderful resource to our educational design.

ECSoE’s curriculum will be built on the Core Knowledge Sequence using innovative technology and effective instructional practices as a hybrid design for delivery. Technologies such as Interactive White Boards, iPads, iPods and Apple student workstations coupled with the irreplaceable ‘human factor’, teacher interaction, forms the foundation. The ECSoE facility design will be an aesthetic learning tool equipped with themed-based Multiple Intelligence (Mi) Zones, real-world settings and multi sensory environments. All ECSoE students will be taught core ‘behaviors for learning’ and wear uniforms to ensure a harmonious social environment.

The foundations of the Core Knowledge sequence will provide the roadmap for grade level content, and form the core sequence of thematic, projects based activities. Core Knowledge is a scientifically based, sequential, content-rich curriculum that provides all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, to interact with the world through theme-based classroom studies.

Students will develop as self-managers, equipping them with critical skills to be contributing, self-sufficient citizens in our Global community. Students will be in school for

190 days within the academic year, with the school day beginning at 7:55 a.m. and dismissing at 3:40 p.m.

The Indiana State Academic Standards and Common Core Standards for English/Language Arts, Mathematics, Science, Social Science, Art and Music, Physical Education, Technology Literacy, and Spanish will guide subject area offerings for each student. Extended Core offerings will rotate an every other day schedule.

The Institute for School Excellence (ISE) will serve as the Charter Management Organization (CMO) for the School, guiding the school in five key areas – charter development, finance, human resources, business services and curriculum services (see CMO contract for details). A decreasing percentage based fee structure will guide service fees with the CMO as 9% - 7% of student ADM will be assessed from years 1 through 5, and then will run at 5% thereafter.

Mentoring, growth and professional development of the School's leadership and instructional staff will be a core component of CMO oversight. The School will be lead by a school director with an administrative team (at full capacity) compromised of a curriculum director, assistant director, operations manager, receptionist and school nurse. Instructional assistants at Grades K – 3, and online international instructional coaches at Grades 4 – 8, will support the teaching staff. Daily focused professional development with grade and subject level teams will ensure purposeful instructional practices and operational success. Intensive professional development will begin the year with two full weeks prior to the start of the school year.

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

## **Preliminary Information**

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

#### **a. District Support:**

Located in the Indianapolis Public School's district, ECSOE has no proposed partnership or support with any of the IPS schools located within the proposed School parameters. Trends and prior experiences reflect little support for charter school by IPS school leaders and district administration. With that said, it is the intention of ECSOE to continue to explore opportunities for partnership and collaboration with schools located in close proximity. Staff professional

development opportunities and collaboration on student service projects are two great ways to join hands to benefit the community in which ECSOE plans to serve as a beacon.

**b. Community Support:**

Residents, students and community leaders with whom we have met indicate a strong desire and need for the Eunoia Charter School of Excellence, providing choice for parents of school age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in community surrounding the 14.4 acre lot at 3440 Guion Road provides families a quality K-8 education that offers a rigorous, relevant and real content-based curriculum, and counters the effects struggling and closing IPS schools in the community.

A survey of parents and residents within the local community neighborhood associations was conducted for the purpose of ascertaining support and need for the Eunoia model. There is a critical need to ensure fit and alignment of a school's vision and design within the community it will serve. Survey questions were made available to residents during monthly homeowner association meetings, as well as through posting on community websites.

Eight questions were asked with opportunity for comment within each. Figure 1.1 is an analysis of questions and response to each:

Engaging parents as active partners in their child's learning through workshops and parent resource materials develops understanding of family activities that support and connect to classroom instruction. Our goal is to actively engage and include parents in their child's educational journey – building on a parent's role as a child's first teacher. Parent, staff and student commitments will signify and guide the partnership, focusing on the three pillars that form the operating principles for ECSOE – Respect for Self, Respect for the Environment and Respect for Others.

The Guion Road property encompasses a community

- Of 7 neighborhoods, 5 zip codes with 150,497 residents
- Bound by 46254, 46228, 46208, 46202, 46224 and 46241
- Over 40,000 school age children within a five mile radius of the School

**Figure 1.1: Survey of Charter School Need**

| Question                                                                            | Yes<br>(Support) | Conditional<br>Support | No (Does not<br>Support) | Comment                                                                                                         |
|-------------------------------------------------------------------------------------|------------------|------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Would you support and is there a need for a school that promotes:</b>            |                  |                        |                          |                                                                                                                 |
| Green with Wind Turbines to power the School's technology                           | 94%              | 6%                     | 0%                       | Concern with impact to birds, and noise level                                                                   |
| A Global perspective and curriculum                                                 | 90%              | 10%                    | 0%                       | Request for information on which languages and multiple languages                                               |
| A healthy and alternative meal program                                              | 100%             | 0%                     | 0%                       | Important to provide healthy vegetarian options and expand children's appreciation for more nutritional choices |
| An Integrated, thematic, hands-on curriculum with technology focus                  | 100%             | 0%                     | 0%                       | Helps develop creativity and expands exploration. Stimulates thinking.                                          |
| A focus on philanthropy and 'learning to give' forward                              | 100%             | 0%                     | 0%                       | Important to teach children to think of others, and to develop a foundation of morality                         |
| Teaching children to respect their environment, themselves and others               | 100%             | 0%                     | 0%                       | Will teach them to be more aware of the world around them                                                       |
| A focus on community with extended services and programs for families and residents | 100%             | 0%                     | 0%                       | Schools need to be a resource for the whole family. This helps to do that within community                      |
| Focus on safety through high tech resources and systems                             | 100%             | 0%                     | 0%                       | Unfortunate but needed. Allows children to focus on learning                                                    |

Currently, there are no charter schools within this Guion Road community. The School would serve as the first school of choice within the community.

The near west side Guion Road community was carefully selected based on need for quality schools of choice and options for parents where schools are closing and or part of the Indiana Department of Education schools slated for takeover due to failing programs and student achievement. As well, the demands of parents for quality options and interest in their child's educational growth are plans aligned with those of the School vision. The past several months have been spent ensuring support – meeting with parents, residents and business leaders, listening to and understanding their wants and needs. As the School property is located within the IPS boundaries, it is critical to understand there was only one school district in the state with lower ISTEP+ pass rates than IPS. Only 44.4% of students passed the Math and English/Language Arts. This is significantly below the 70.2% State average. With IPS graduate rates still below state average and dropout rates on the rise, the district is struggling. State Superintendent, Tony Bennett, states, "Indiana's high school dropouts not only have limited career opportunities, they are also twice as likely to be unemployed and more likely to end up in the criminal justice system". The evidence clearly reflects the need for a quality school choice.

With less than 50% of IPS students meeting the minimum state performance expectations, ECSOE's goal is to exceed the district's average for each grade level, but to match or surpass the state's average. An accountability plan guides baseline and benchmark targets for the School.

**c. Student Demand:**

IPS student achievement rates as measured by ISTEP+ are grim. Six IPS schools have been slated for Indiana Department of Education mandated takeover by private entities because of continued failing scores. The need is great for Eunoia Charter School of Excellence, providing a quality choice for parents.

While IPS enrollment continues to decrease from 41,008 in 2000 – 2001, to 34,050 in 2007 – 2008, 32,000 in 2010, and enrollment in home school, suburbs and charter schools steadily increasing, evidence reflects a need for a quality school choice in the Guion Road community. Demographic studies show 41,048 school age children within a three-mile radius from the ECSOE site. The time and need is now in locating a quality school choice to provide parents options and to revitalize the

community. The Eunoia Charter School of Excellence vision is to become the beacon in the community bringing many of the students and families back to the community.

The ECSOE believes that education is power, and that the foundation for success in life is a quality education. Eunoia proposes a charter school to serve the near Westside. The goal of School is to assure:

- The School has the resources, services and programs to offer a quality education to each child
- Each student becomes an engaged, motivated and capable learner, maximizing his/her potential;
- Each student acquires essential skills and utilizes in conjunction with life experiences, developing the requisite knowledge and wisdom to effectively compete in our increasingly global society;
- Each student builds character and develops habits of making choices that result in better life choices;
- Every student has a support team of parents, caregivers, mentors, teachers and community
- Students respect themselves, their environment and others.

**d. Proposal Opposition:**

The support for Eunoia Charter School of Excellence has been very positive. Requests for additional information regarding the noise from the wind turbines and potential risk to birds have been shared by a very small percentage of residents surrounding the school (6%). As well, understanding and care for traffic patterns surrounding the entrance of the school is important to parents and residents, and will remain at the forefront of discussions with architects and city planners in the development of the School site. Inherent of IPS' perspective on charter schools, we do not have their support.

## **2. Feedback from Constituents**

To date, meetings with community leaders, neighborhood association meetings with residents and discussions with church leaders have guided the campaign to solicit support and grow awareness for Eunoia Charter School of Excellence. A survey to garner need and want for the School has provided valuable feedback and will guide work forward towards realization of the School vision.

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

### 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)                                                  |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Michelle Thompson, Ph.D. | <ul style="list-style-type: none"> <li>• Founder of Paramount School of Excellence</li> <li>• Led opening of 4 charter schools in 2 states</li> <li>• Oversight of schools in 5 countries</li> <li>• Founder of special education cooperative for charter schools</li> </ul> | <ul style="list-style-type: none"> <li>• CMO Head</li> <li>• Board Member</li> </ul> |
| Patricia C. Riley        | <ul style="list-style-type: none"> <li>• Contributed to budget development</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Board Member</li> </ul>                     |
| Claudette Kemp           | <ul style="list-style-type: none"> <li>• Editing and proofreading for alignment to mission and model</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Board Member</li> </ul>                     |
|                          |                                                                                                                                                                                                                                                                              |                                                                                      |
|                          |                                                                                                                                                                                                                                                                              |                                                                                      |
|                          |                                                                                                                                                                                                                                                                              |                                                                                      |

#### b. Founding Group Origin:

Founded in 2007, the Institute for School Excellence is a non-for profit organization that combines the vision and expertise from dual perspectives – education and



business. ISE focuses on School Management, Special Education and School Recovery.

ISE brings 30+ years of educational expertise, special education oversight, and 12 years of experience in business infrastructure and information technology – effective practices in impacting change through education options. Executive Director, Michelle Thompson, Ph.D., has worked in schools across the globe, in five countries – South Africa, Venezuela, India, Mexico and the United States, and joined the charter school movement with Indiana’s inception as the 37th charter state in 2002.

Guiding school design, developing systems and structures, curricular models and leadership development are at the forefront of the organization’s expertise. She has worked intensively in the launch of several schools and contracted with charter school start up organizations in the opening and crisis resolution of their charter schools.

Design of a school model that was characteristic of the expertise ISE has provided to others was a natural fit and seamless evolution in its work to make a difference in choice education.

**c. Proposal Development:**

Instrumental in the design of the charter proposal was ISE’s Director, business and information technology specialist. The Director contributed to the design of the model and facilities design. As well, he designed the components for the green initiative, wind turbines and robotics program.

**d. Previous Submissions**

None.

**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.*

During its first year of operation, Eunoia will have an ADM of 367.5 students. At capacity, during year four, the School’s ADM will run 547.5. With an anticipated per pupil revenue of approximately \$6,900, the fiscal impact is \$2,535,750 during year one and \$3,777,750 years four and on.

It is important to realize that many of the students within the Guion Road surrounding communities are leaving the area to be home schooled or moving to

surrounding township schools. By design, it is the intention of Eunoia Charter School of Excellence to revitalize the community by drawing, at capacity 585 students to the School and families and add 42+ jobs to the community.

## 5. Education Management Organization

### a. Name of the Organization:

Institute for School Excellence, Inc. (ISE)

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

Eunoia Charter School of Excellence will be the legal entity that will organize and operate the school. The governance structure of ECSOE will be comprised of a board of directors and other standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The Charter Management Organization, ISE, will serve as the managing organization. ISE will maintain two board seats on the School's board.

The School's Director will be recruited and hired by ISE and approved by the School's Board. Staff will be hired by the School and board approved. Management and oversight by the CMO is designed to decrease throughout the charter's initial authorization and remain consistent from that point forward, providing expertise, guidance and support in five key areas of development and operations, ensuring the School's understanding of the design and overall success –

#### **Charter Development**

Charter petition development

Fiscal planning services

Grant creation and submittal

Support gathering from local entities

Filings with Department of Education

Organizational Structure

#### **Finance**

Budget development

Fiscal planning

Audit and compliance preparation

Local, state and federal reporting

Cash flow management

**Human Resources**

Employee benefits

Planning and management

Talent management

Career assessments

Professional Development

Policy development

**Business Services**

Building, land and site planning

Facilities procurement

Marketing

Information Technology

Liability audit

Efficiency management

Vendor procurement and management

Policy development

Green policy development

**Curriculum Services**

Programmatic development & sustainability

Direct Instruction

Classroom management

Professional development

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

The School's model is the design of the Institute for School Excellence, who serves as the founding organization for the ECSoE charter. It is a natural fit the founding organization serves as the CMO. The School will become part of the network of Eunoia Charter Schools of Excellence founded by ISE.

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

The Board's standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, development of school policy, approval of the School Director, staff hires and dismissals and election of the board officers. The CMO will maintain two seats on the Board and will work with the whole board in the recruitment and approval of new board members and officers.

The roles and responsibilities of board members include:

1. Ensure the philosophy and mission of the school are followed and in compliance with IN law
2. Ensure that student performance is monitored and the school is meeting performance standards
3. Ensure operational efficiency by approving and monitoring annual budgets, plans / performance
4. Support school management, parents, teachers, and students in a superior learning experience
5. Ensure legal and ethical integrity and maintain accountability
6. Establish policies which help the school achieve its mission and educational program

**Standing Committees**

The Executive Committee will be made up of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but not be limited to: hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer and the School Director and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be comprised of seated board members and members appointed by the Board Chair. The main function of this committee will be to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated board seats that are Board appointed. The committee will prepare a slate of candidates for the Annual Board Meeting.

The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The School Director will act in an advisory capacity as a non-voting member of all standing committees.

#### Roles of Board Members

The roles and responsibilities of the Board will include the general oversight of the fiscal management, basic education and policy development of the school. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The Chair of the Development Committee will inform the Board of all fundraising activities. All fundraising activities must be endorsed by a majority vote of the Board prior to beginning any such activity.

- 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

Eunoia Charter School of Excellence (ECSOE) is a public charter school whose

mission is to serve high needs, underserved children, offering a world-class education that celebrates and develops each child in an enlightened environment, nurturing creativity, fostering growth, developing responsibility and promoting collective stewardship. ECSOE incorporates innovative techniques to enhance life-long learning through use of multi-platform technology, varied instructional strategies, multiple intelligences, interdisciplinary curricula, and diverse cultural backgrounds of staff.

ECSOE targets a diverse demographic of students and families as measured through socio economic status and tracked in the most recent census data through race, ethnicity, gender and special populations. There exists a demand in the community for a quality school choice program that is based on world-class standards; high expectations for all students with a caring, safe and orderly school community which holds every stakeholder – staff, students, parents and community – accountable for performance-based results. Time spent talking with parents and youth in the community gives credence to the desire for a school like Eunoia.

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

The Eunoia Charter School of Excellence believes that education is power, and that the foundation for success in life is a quality education. ECSOE proposes a charter school to serve the near north Westside. The goal of ECSOE is to assure:

- Each student becomes an engaged, motivated and capable learner, maximizing his/her potential;
- Each student acquires essential skills and utilizes in conjunction with life experiences, developing the requisite knowledge and wisdom to effectively compete in our increasingly global society;
- Each student builds character and develops habits of making choices that result in a better life choices;
- Every student has a support team of parents, caregivers, mentors, teachers and community
- Students respect themselves, their environment and others.

### **Curricular Design and Educational Goals**

*Educational Foundation:* An integrated design builds on thematic units and projects based activities that engage learners in rigorous, relevant and real-world problem solving. A blended, or hybrid, model showcases effective instructional practices and technology, allowing the teacher to hook and engage

students in learning through real-world activities that simulate how we live our lives, and ensure skills are logged in to long term memory.

*Curricular Approach:* The foundation of the Core Knowledge sequence will provide the roadmap for grade level content, and will be the core sequence of thematic, projects based activities. Core Knowledge is a scientifically based, sequential, content-rich curriculum that provides all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, to interact with the world through theme-based classroom studies.

Eunoia Charter School of Excellence will focus on readying each child for success in top post secondary institutions; embracing and promoting a path of college bound students throughout our school's community. At the primary level, emphasis will focus on readying students developmentally and as proficient readers by the end of grade one, as well as learners developmentally ready to maximize reading as a foundation for learning forward. In grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards.

*Educational Goals:* Performance goals will be established and measured across each grade and content area, as well as for each student. Baseline data will be set by October of the first year in operation with benchmark targets established for growth. In addition to informal classroom and state assessments, students will be tested using the Northeast Evaluation Assessment (NWEA) in the fall and again in the spring to measure progress. The goal is to increase student achievement in all subject areas at each grade level, challenging state and national achievement. Students will be measured against individual growth targets, as well as state and national norm groups. Students performing below grade level will have larger growth targets, compensating for the gaps in grade level competencies. Students at or above grade level will be expected to meet annual RIT targets against individual baseline scores to ensure paths of continued improvement.

## **Business Plan**

*Financial Management:* The Eunoia Charter School of Excellence will operate in compliance of all applicable Indiana laws. The start-up budget forecast spans the first five years of operation in alignment with the school's charter. Operating budgets, facilities descriptions and budgets, and monthly financial statements

will be reviewed and approved by the ISE CMO and the Eunoia Charter School of Excellence Board. Recognized and approved accounting protocols will guide daily operations and books, with oversight and vetting through Indy Teipen, Selanders, Poynter and Ayres, an accounting firm respected within the Indianapolis charter school arena. ECSOE will utilize approved financial software and work with Indy Bookkeeping and the Board to maintain accurate projections, practices and documentation of expected revenue, expenses and organizational data that impact the budget.

ECSOE will be a fully independent and self-sustaining organization, with revenues generated from student Average Daily Membership (ADM), local, state and federal entitlements, and anticipated start-up grants. As charter schools do not receive maximum capital funds, the facility will be a large expenditure for which financing will be secured through the Charter School Development Corporation (CDSC), a non-profit organization that underwrites and secures primary and secondary funding streams for charter schools. Eunoia Charter School of Excellence has submitted a letter of intent for purchase of a 14.4-acre property located in the Speedway Submarket, 3440 Guion Road, Indianapolis, IN 46222. The School will work with CDSC Bouma Construction to build the 55,000 square feet structure needed to support the school at maximum enrollment. This school will operate as one the state's first *green* schools.

ECSOE will make fiduciary decisions regarding which areas of operations lend themselves to full time employees and which are better suited for outsourced, contracted relationships. Cost analysis will guide similar decisions in each administrative area. Doing so allows facilities and administrative management to businesses with the staff, experience and expertise to ensure effective and efficient operation and school leadership and staff to focus intently on the instructional and academic operations within the school.

*Potential Partners:* Potential partners include but are not limited to: Institute for School Excellence, CICAP, LISC, ion360, green360, Hawthorne Community Center, YMCA Before and After School Program, Lakeview Community Church, Indianapolis United North Westside Community Center, Prince of Peace Lutheran Church, Wesley United Methodist Church, Memorial Baptist Church, Eden Baptist Church, Washington Street United Methodist Church, Washington Street Presbyterian Church, Saint Michael the Archangel Roman Catholic Church, True Spiritual Church, Light and Life Free Methodist Chapel.

*Financial Resources:* During planning and initial years of operations, ECSOE will work with Charter School Development Corporation in securing funds that will



finance facilities costs. Local community development organizations will be tapped for potential grants to offset facility costs, as well. As noted in the pre-planning budget, initial furniture and equipment expenses will be rolled in with the construction loan (a strategy suggested by CSDC), allowing allocation of federal planning and implementation grant funds to offset other start-up costs. As an urban charter school serving high needs students, ECSOE will be eligible to receive a Walton grant of \$250,000 which will help tremendously with start up and operations. Conversations are underway with the National Bank of Indianapolis as a financier. Fiduciary management will ensure a conservative and well run organization. School leadership will monitor 'requests for proposals' and encourage solicitation of grants aligned with the School's mission.

*Founding Team:* The founding Board of Directors for Eunoia Charter School of Excellence is a diverse group of professionals skilled in various business disciplines. This board will recruit a highly skilled and diverse group of professionals that include business leaders, finance specialist, attorney, behavioral mental health and educational specialists, and philanthropist devoted to establishing and leading a charter school that succeeds in preparing children, regardless of ability, income or background, to reach their fullest potential.

**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.

Eunoia Charter School of Excellence is the right choice for the Speedway Submarket Guion Road community for several reasons –

1. Instructional strategies and practices unique to the School's design have proven successful with other urban charter schools;
2. The School's founding organization and CMO has significant experience with urban charter school start up, increasing student achievement, and achieving results;
3. The School's projects based model engages students with real-world content and methodologies that have proven success with high needs urban students;

4. The School's holistic focus equips students with the skills necessary to maximize potential as contributing members of a global community; and
5. The School's model teaches children to respect themselves, respect their environment and respect others.

Within a community that is focused on community revitalization it is a formula for success!

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

Eunoia Charter School of Excellence Indianapolis is committed to being recognized as a beacon within the community, and a hub for outreach and service to its stakeholders. Forming partnerships with key organizations in the community to minimize economic challenges and crisis our families and students face serve to level the playing field for student learning. When a child is concerned about life outside of school, success in school is impacted.

Home and Solace is an initiative of ECSOEI that focuses on connecting families with social service and family intervention organizations – growing awareness, support, relief and education. Partnership with community development organizations, financial counseling, homelessness and family services, preschool and community assets organizations will be maintained with information and workshop sessions scheduled at the School within the Parent Resource Center.

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

**c. School Demographics:**

*Describe your intended student population.*

Eunoia Charter School of Excellence will service a diverse urban demographic of students and families as measured through socio economic status and tracked in the most recent census data through race, ethnicity, gender and special populations. The Institute for School Excellence (ISE) has a strong history working with high needs urban students of diverse background and special needs. Since 2002, ISE has worked with students in metropolitan cities with enrollment reflecting 15-25% special education populations, 5-17% English Language Learners and 75-97% poverty index. ISE understands the critical need for offering students, families and

|                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|
| communities a quality educational choice and alternative to traditional public and/or private education.population |
|--------------------------------------------------------------------------------------------------------------------|

- 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                                |
|-----------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| <b>Grades Served</b>              | K-5                                      | K-6                                      | K-7                                      | K-8                                      | K-8                                      |
| <b>Total Students</b>             | 405                                      | 465                                      | 525                                      | 585                                      | 585                                      |
| <b>Student:<br/>Teacher Ratio</b> | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 |

## 7. Instructional Design

### a. Alignment

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

The educational plan for the Eunoia Charter School Excellence is to offer a world-class education to every child, limited only by the child's imagination and capabilities. This will be accomplished through an integrated design that builds on thematic units and projects based activities, maximized through use of state-of-the-art technology. This holistic approach engages learners in rigorous, relevant and real-world problem solving and teaches them in ways that are effective in working with high-needs learners. Our hybrid model is researched-based and showcases effective instructional practices and technology relevant to today's dynamic global economy, blending effective teacher led practices with use of online learning tools. The foundations of the Common Core Standards, coupled with project-based curricula, will provide the roadmap for grade level content.

The education plan will be divided into three divisions; primary (K-2), elementary (3-5) and middle grades (6 -8). Within the design, there will be some curricular overlap. These overlaps are one of the most important portions of the curriculum. They assure the continuation of the curriculum and necessitate communication among staff from grade to grade as well as across content and teams. The School Director will guide the vision and ensure continuity within the curriculum.

With an educational model focused on literacy and the humanities, ECSOE provides its staff with the tools to prepare each child for success in top post-secondary institutions. At the primary level, emphasis will focus on readying students as proficient readers and to maximize reading as a foundation for learning forward – critical to the primary goals of the community needs assessment. In Grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards and developing an appreciation and understanding of the world in which they live. This real-world, technology driven approach develops learners as caring and aware individuals who respect themselves, others and their environment. Hands-on projects based learning promotes activities and learning that touches the community in which they live – a winning strategy that ensures students who are engaged, aware and take ownership of the community in which they live.

Staff is trained in using data to drive instruction. Assessment data is critical to driving the School's goals of ensuring early intervention and in informing parents of

student growth. Parents who understand the path to student achievement and what is taught and how it fits what their children need to learn to meet with success, ensure parents as partners. Developing students as self managers ensures understanding of the educational program and path and allows ownership of their learning.

The instructional design of Euonia promotes communication, use of data, partnership and ownership by all stakeholders – a key to meeting the needs within the Speedway Submarket community.

**b. Measurable Goals**

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

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

| <i>Goals</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Objectives</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ISTEP+</p> <p>Each year, students will demonstrate improvement in their ability to read, write and comprehend English, in their ability to reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences and in their ability to construct scientific knowledge, reflect on scientific knowledge, and use scientific knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems, reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences.</p> <p>Each year, students entering Grade 3 will demonstrate improvement in their overall skill level abilities in Reading/Language Arts, Mathematics and Science.</p> | <p>Improvement is demonstrated by scores of Pass or Pass Plus on the:</p> <ul style="list-style-type: none"> <li>English/Language Arts ISTEP+ in the spring of 2015 by 85% of all students who entered ECSOE in Kindergarten and maintained consistent enrollment; and</li> <li>Mathematics ISTEP+ in the spring of 2015 by 85% of all students who entered ECSOE in Kindergarten and maintained consistent enrollment; and</li> <li>Science ISTEP+ in the spring of 2015 by 60% of all students</li> <li>Improvement will be demonstrated by a combined ISTEP+ passage rate of 65%, and/or will exceed that of IPS by at least 5%, in the spring of 2015 by all students who entered ECSOE in Kindergarten and maintained consistent enrollment.</li> </ul> |
| <p>NWEA</p> <p>Improvement will be demonstrated by a combined ISTEP+ passage rate of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Improved will be measured by student</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 65%, and/or will exceed that of IPS by at least 5%, in the fall of 2013 by all students who entered ECSOE in Kindergarten and maintained consistent enrollment.                                                                                                          | mean RIT reading, language and math scores at or above the State and National NWEA norm peer groups cut scores.                                                                                                                                                                               |
| <p>Enrollment and Recruitment</p> <p>Student recruitment and enrollment plans will be implemented to allow completion of the enrollment process to stated capacity for all grades and sections.</p>                                                                      | <p>Enrollment targets will have been met no later than April 1, 2015 for the 2015 – 2015 school year and will continue in this same pattern from year to year. Recruitment and enrollment includes necessary backfilling of classes to ensure stated capacities are met.</p>                  |
| <p>Attendance</p> <p>The annual average daily attendance rate for the 2015 – 2016 school year, as calculated by the Department of Education for students at ECSOE will increase to 96% schoolwide by the fall of 2015.</p>                                               | <p>The School will exceed the State's standard of 95% for average daily attendance by fall 2015.</p>                                                                                                                                                                                          |
| <p>Organizational Viability</p> <p>Each year ECSOE will maintain a fiscally viable budget that meets or exceeds generally accepted principles.</p> <p>The School will maintain compliance with all applicable laws and regulations governing public charter schools.</p> | <p>The School's budget will successfully pass the SBoA auditing process with no findings of non-compliance.</p> <p>Annual compliance audits conducted by the Authorizer will reflect no findings of non-compliance with applicable laws and regulations governing public charter schools.</p> |

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

A clear, comprehensive, and objective system of accountability is fundamental to the success of charter schools as a movement, and charter schools as places for learning. Eunoia Charter School of Excellence embraces the idea of accountability for performance. The school's use of internal and external testing instruments will provide opportunities for self-evaluation and for external review of performance. A charter is a license to operate for a specified period of time under a condition of

fiscal, educational, and operational autonomy and self-governance. In exchange for this greater level of autonomy, the school commits to demonstrate performance or face the possibility that the charter will be revoked or not renewed. ECSOE welcomes this opportunity to demonstrate that academic success is achievable for all children, regardless of ability or background. The School also welcomes the opportunity to demonstrate that it is possible to succeed within a rigorous system of accountability.

A School Improvement Committee will be formed to drive the School's success. The curriculum director will serve as facilitator of the committee that will analyze all performance data for the school, using the goals and objectives articulated above as a foundation from which to begin. The school director, teachers and parents (as appropriate) will participate.

The committee will examine the following:

1. Percentage of students meeting academic standards under ISTEP+ and NWEA
2. Percentage of students meeting AYP
3. Curriculum supporting the achievement of Indiana and Common Core State Standards
4. Instructional strategies supporting achievement of Indiana and Common Core State Standards
5. Technology goals and effective use in achievement of Indiana and Common Core State Standards
6. Parental participation level; were the contract goals met
7. Safety and discipline goals
8. Professional development goals
9. Attendance rate

The School Improvement Committee will make recommendations for improvement to the Board of Directors. Based on the findings and recommendations the committee will work with the school director, staff, parents and students to propose strategies for implementation in the following year.

**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.

The instructional design for the Eunoia Charter School Excellence is to offer a world-class education to every child, limited only by the child's imagination and

capabilities. This will be accomplished through an integrated design that builds on thematic units and projects based activities, maximized through use of state-of-the-art technology. The School's model incorporates the Core Knowledge Sequence as the foundation for development of its library of thematic units. This holistic approach engages learners in rigorous, relevant and real-world problem solving and teaches them in ways that are effective in working with high-needs learners. As the Sequence is now available to the public in downloadable format, ECSOE is not faced with the economics of purchase and budget planning.

The School's design promotes developing learners as self managers understanding of and owning their student achievement and education. Within every classroom across each grade, Individualized Instructional Plans (IIPs) will be developed for each child, collecting data and artifacts to guide the educational goals and objectives. IIPs are 'data' files for students, staff and parents in navigating the course to success in meeting objectives.

Use of IIPs provides a unique tool for measurement of student mastery of content and skills with unique alignment to the child and allows for flexibility and modification. Work products that demonstrate understanding are creative and easily modified to best meet the child's ability, allowing for alignment to standards, goals and objectives.

The School will use the tests and evaluations mandated under the Indiana state-testing program (ISTEP+) as well as NWEA, as required by the Authorizer. The school will adhere to the State accountability requirements in meeting Adequate Yearly Progress (AYP) and send reports to the Authorizer and the Indiana Department of Education as required within the accountability process. On-going assessment will ensure appropriate measures are implemented to address all students' needs, and guide the instructional process. These findings will also be used to guide professional development to ensure instructional staff and administration understands and is able to support development of the goals and objectives within the School's accountability plan.

Cumulative assessments, in various formats, bring closure and assess mastery and clarity of understanding within each unit of study. From Kindergarten through grade 8, teachers assess student grasp of materials shared. Data is used in various



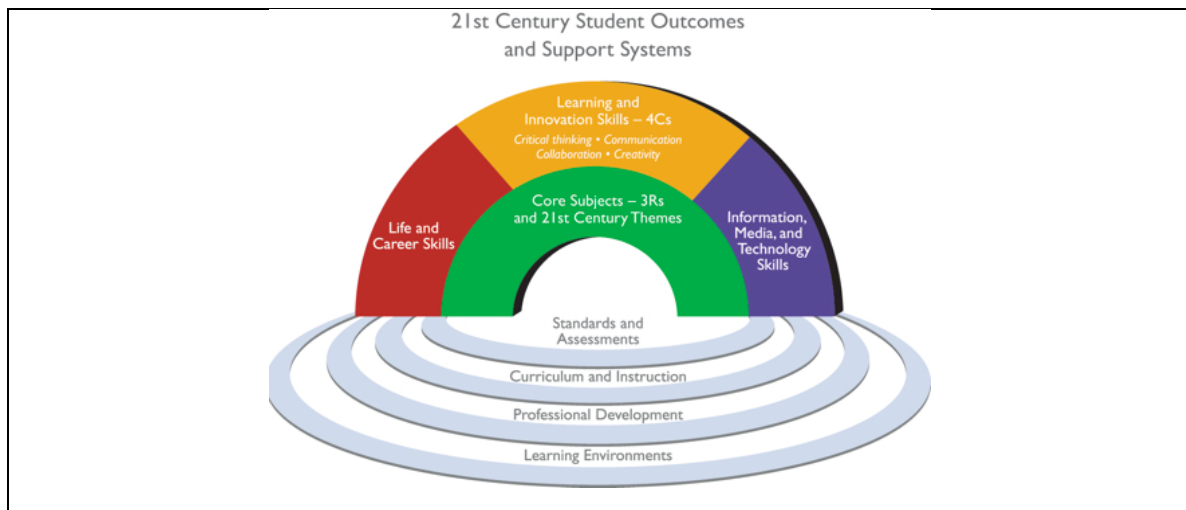
formats to map against level of understanding – rethinking, re-teaching and guiding instructional strategies.

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

ECSOE students will learn in the classroom just as in real life – through identification of problems, utilizing current skills, and developing new skills needed to work toward resolution and mastery. The School's projects based model is an effective tool in engaging the high needs' urban learner Eunoia targets. Making connections to what is lived, developing and maximizing an understanding of technology as a resource to obtaining, and using information to connect to the world, is a 21<sup>st</sup> Century Learning Skills that prepares students as global citizens. Preparing students with a balance of specific skills, content knowledge, experiences and literacies, equips them with the foundation to approach and solve problems throughout life – creative and critical thinking, problem solving, communication and collaboration.

Within the projects based Eunoia classroom, students will learn to work independently and in groups, acquiring and communicating an understanding of skills and content. Students are engaged and take ownership within the learning process and are better prepared to thrive in today's global economy. The diagram below provides a visual for understanding the foundation and supports for outcomes in student learning.

Lastly, the integration of state-of-the-art technology, Multiple Intelligence (MI) Zones and green360 into everyday curriculum provide ample opportunity for students be engaged and learn.



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

Mathematician Lewis Carroll said it well, “If you don’t know where you’re going, any road will get you there”. The design of the Eunoia model is purposeful in delivery and measure, providing road maps for guidance and navigating the course of success. Quarterly ‘data digs’ are central to the success of the Eunoia model and drives instructional planning and delivery.

Teachers gather data with every lesson taught, activity completed and question asked. Any piece of data in isolation is a snapshot in time, but when combined with other data, trends begin to surface and summaries formed. Understanding the data and discussing what it means is critical to guiding what happens in the classroom and across the school. The quarterly ‘data digs’ presents opportunity for instructional staff to monitor student progress, compare to other students, classes, schools and states. It gives credibility to what is occurring within the School and classrooms, and provides a litmus test to reset targets and goals along the way. Quite frankly, it is a barometer for measuring success with staff in understanding and executing instructional strategies and in meeting the needs of students. Data digs allow the window for review and use of data to be more frequent, ensuring problems are more quickly targeted and strategies implemented to allow student learning to be successful and targets met.

Each grade level team submits an annual curriculum map aligned to the projects based unit framework that is mapped to all content areas, Standards and character education themes. Lesson plans are submitted weekly to the Curriculum Director who reviews, ensures alignment to the model and uses to guide professional

development with staff. Lesson plans must articulate standards taught within each lesson and alignment with Core Knowledge. As well, tracking and alignment to all levels of rigor (Bloom's Taxonomy) ensures students are challenged and guided in the development of higher level thinking. Doing so ensures understanding of driving the instruction, articulating to students and fidelity to the model.

The Eunoia Charter School of Excellence is committed to providing a supportive educational environment to those students who struggle academically and are unable to perform at expected levels or make adequate progress. Data digs and IIPs provide a roadmap for meeting student needs.

Since student progress will constantly be measured through formative and summative assessments, including their IIPs, Eunoia teachers are enabled to quickly identify which students are not progressing as readily and will devise plans for the struggling student, which may include the benefit of tutoring and/or other appropriate intervention strategies as detailed through each student's individual growth plan. Parents will also be involved at first-sign of struggle and will be notified when their child has fallen below the projected achievement level and given the options available for assistance.

#### *Reading Difficulty*

Even with an inclusive program, some students may struggle with reading. Therefore, when appropriate, each student showing reading difficulty will undergo periodic reading skill analysis and continue that evaluative process if the student is deemed to be reading below grade level. Dynamic Indicators of Basic Early Learning Standards ("DIBELS") assessments will be used to monitor skills deficiencies and growth. Progress Monitoring for those most in need will occur on a biweekly basis with daily intervention. The program encourages student understanding and tracking of progress by the teacher.

The strongest finding to date is that phonological processing is the primary area in which children with reading difficulties differ from other children. The National Institute of Child Health and Development ("NICHD") studies indicate that about 40% of the general population of students has reading problems sufficient to hinder their enjoyment of reading, although for research purposes, an arbitrary cut-off point of 20% has been utilized to designate children as reading-disabled. For most of these students, however, the primary problem is poor phonological processing, and the difference between a student with a learning disability in reading and other poor readers is one of degree (severity) and not a difference in the nature of the

problem (Lyon). The Eunoia Charter School plans to use many of the same techniques to address the problems of low-functioning readers as are successfully implemented for students with reading disabilities.

Identifying students who are not reading on grade level will include:

- 1) Early August administration of the Brigance Test of Basic Skills and the analysis of reading scores from the ISTEP+
- 2) Pre- and post- instruction administration of the NWEA test; and
- 3) Evaluation of instructional settings and their relationship to the reading progress of individual students

To achieve the desired results, staff development will be an integral part of the reading program. The training will include teachers and instructional assistants, and will consist of units as listed below.

- Learning to Read -- A National Problem
- The Structure of Language – What Teachers Need to Know
- Assessment of Basic Reading Skills
- Teaching Phonemic Awareness
- Teaching Letter-Sound Associations
- Teaching Word Identification: Decoding and Sight Words
- Teaching Spelling
- Developing Automaticity and Fluency
- Teaching Reading Comprehension
- Selecting and Implementing an Effective Reading Program
- Using Data to Inform Instruction in Reading
- Literacy Workstations
- Differentiating Instruction to Reach Diverse Learners

It can be seen that these topics touch each of the areas that are critical to a scientifically based reading programs and support multiple learning styles. Further, the ECSOE will promote parent involvement and will notify parents of the results of assessments, and provide individualized information on steps to assist the teacher in improving the student's reading skills.

### *Math Difficulty*

For students below grade level and struggling with skills, *Everyday Mathematics* e-Suite provides numerous methods for basic skills practice and review of skills for use in the classroom as well as at home. These include fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework, timed tests and a wide variety of

math games. These resources will be incorporated with the Kindergarten through 8 programs and utilized with the instructional assistants. Further support will be provided through: Daily Home Links (Grades K – 3) and Study Links (Grades 4 – 6). Both programs provide opportunities for parents to take an active role in their child’s education. Through recurring workshops and *Family Nights*, staff will work with students and parents to maximize the partnership.

#### *Student Retention*

A policy for promoting and retention will be in place. Students will be evaluated by their state assessment results and class work. Any student meeting the state standards requirements per the ISTEP, NWEA and has satisfactorily met all grade level and attendance expectations will be promoted to the next grade level. Minimizing what a child lives outside the School is never appropriate or acceptable, but developing a foundation for healthy ‘daily living’ skills establishes a level playing field for all children. The school director, curriculum director and classroom teacher. Parents will be notified of the initial review meeting. If the recommendation renders retention, the parents’ presence will be requested. Due to efforts to include parents throughout the educational process, it will not be unexpected news to the parent that their child is facing possible retention. The school director will make the final decision as to whether or not a student should be retained. ECSOE will further comply with any related policies and procedures by the Board, including reporting protocols, and obligations under the Charter Schools Law.

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

Eunoia Charter School of Excellence incorporates a variety of assessment strategies to measure student learning. Formative assessment is part of the instructional process within each classroom and provides a road map needed to adjust teaching and learning while they are occurring. Use of data from formative assessment informs both teacher and student about student understanding at the point when timely adjustments can be made. Adjustments within the instructional process of this nature ensure students achieve targeted goals within the appropriate timeframes.

The importance of classroom work and informal assessments in the areas of performance and participation are invaluable road maps. Formative assessments

allow teachers to keep a running checklist of their students' performance goals and collect classroom samples of student work to quantify their growth over time. This will enable the students, parents and teachers to visualize improvement and areas of weakness in all academic areas. Unique to the regular educational program of ECSoE and similar in design to Individual Educational Plans (IEPs) for students with disabilities under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 *et seq.*, the Eunoia Charter School will implement Individual Instructional Plans (IIP) for all students to gather and reflect student growth over time. IIPs allow for an individualized education for each student that takes part in the Eunoia charter school program and provides one-on-one attention that is not always available to students in resource-pressed public school classrooms. Involvement of students in the achievement process is supported by research and shows that the involvement in and ownership of their work increases students' motivation and engagement in learning.

Students will receive progress reports to keep parents involved and informed of the level at which their child is performing in each academic subject area. While in some grades parents will have a daily account of progress, students of all grades will receive periodic report cards in accordance with the School Code. The Eunoia Charter School will also require parents, as team players in the educational program, to attend periodic parent-teacher conferences. Also specific to the Eunoia model, conferences in Grades 3 and above will be student-led to ensure ownership of learning by each student.

Summative assessments will be given periodically to determine at a particular point in time what students know and do not know. Summative assessments are much more than the standardized assessments given annually. Summative assessments are important tools when used as unit or end of semester tools as an accountability measure and to inform progress reporting.

To establish criteria for student growth and learning, the following summative assessments will guide expectations:

#### Unit / Project Assessments

Cumulative assessments, in various formats, bring closure and assess mastery and clarity of understanding within each unit of study. From Kindergarten through grade 8, teachers assess student grasp of materials shared. Data is used in various formats to map against level of understanding – rethinking, re-teaching and guiding instructional strategies

### State Tests (ISTEP+)

ISE will work with Eunoia to incorporate the tests and evaluations mandated under the ISTEP+ program to measure student achievement and growth. The school will adhere to the State accountability requirements in meeting Adequate Yearly Progress (“AYP”) and send reports to Indiana Department of Education as required within the accountability process.

### NWEA

Each year, students in Grades 2 through 8 will be tested using the NWEA in the Fall and Spring to measure progress. Comparative data will demonstrate improvement in the ability to read and comprehend English, to use writing strategies and skills, as well as employ the conventions of grammar and mechanics of writing, and to reason and communicate mathematically, problem solve and make connections between mathematics and real-world experiences from year to year. Data collected for each student will be used to establish performance goals for each grade and content area and such goals will be incorporated into an individualized plan for each student, as further described below.

Eunoia’s formative and summative assessment will ensure appropriate measures are implemented to address all students’ needs, and guide the instructional process. These findings will also be used to guide professional development and analyzed within the quarterly ‘data digs’ that are an integral piece of the Eunoia data-driven design – guiding teachers in understanding and using data to inform instruction. These tests will be given in accordance with the Indiana mandated timeline and will be conducted pursuant to the Indiana School Code.

Performance goals will be established and measured across each grade and content area, as well as for each student. The Eunoia Charter School of Excellence will create baseline data by utilizing the Northwest Evaluation Association (“NWEA”) and prior years’ ISTEP+ assessment scores where applicable, to create benchmark targets and to work towards aligning student performance with the Accountability Agreement that each charter school will enter into with the Board. The Eunoia Charter School of Excellence’ academic goals and performance standards that may serve as an outline for the Accountability Agreement that Eunoia Charter School of Excellence will enter into with the Board upon the granting of the charter. The overarching goal is to increase student achievement in all subject areas at each grade level. Students will be measured against individual growth targets, as well as state and national norm groups. Students performing below grade level will have larger growth targets,

compensating for the gaps in grade level competencies. The table below provides for information on formative and summative assessment tools ECTSoE will use to guide and inform instruction.

### Assessment Tools

| Assessment                                    | Type                                            | Subjects                            | Grade Levels | Base-line     | Benchmark                                                 |
|-----------------------------------------------|-------------------------------------------------|-------------------------------------|--------------|---------------|-----------------------------------------------------------|
| Classroom/<br>Grade Level Unit<br>Assessments | Formative                                       | All Content Areas                   | K-8          | Early<br>Fall | Through<br>year                                           |
| Brigance<br>Inventory of Basic<br>Skills      | Summative /<br>Prescriptive<br>Individual       | Reading / Math                      | K-3          | Early<br>Fall | Annually as<br>needed                                     |
| DIBELS Next                                   | Formative<br>Individual                         | Reading / Math                      | K-3          | Early<br>Fall | Progress<br>Monitor<br>determined<br>by skill<br>deficits |
| ISTEP+                                        | Summative<br>Standardized<br>Achievement        | Reading / Math /<br>Science/Writing | 3 - 8        | Spring        | Annually                                                  |
| NWEA                                          | Formative<br>Computer<br>Adaptive<br>Assessment | Reading/Language<br>Arts/Science    | 2-8          | Early<br>Fall | Winter<br>Spring                                          |



## 8. Calendar and Daily Schedule

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

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

## 9. Curriculum and Instructional Methods

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

The Eunoia Charter School of Excellence curriculum will be built on the Core Knowledge Sequence (“Core Knowledge”) using innovative technology and effective instructional practices as a hybrid design for delivery. Technologies such as interactive white boards, iPads, iPods and Apple student workstations coupled with the irreplaceable “human factor,” teacher interaction, will form the foundation of implementing the Core Knowledge curriculum. One of the many strengths of Core Knowledge is that it is developed around a literature rich design and place great emphasis on literacy as a foundation for educational growth. Core Knowledge provides a list of books that will be the foundation for the reading and writing instruction at each grade level. Plus, due to the many facets that language arts must address, multiple times during the week the middle school, grades 6 through 8, schedule will accommodate language arts instruction in blocks or ‘double periods.’ The Core Knowledge curriculum is predicated on the need to teach a coherent, cumulative, and content-specific core curriculum. Sample Core Knowledge lesson plans are included in Appendix B.

The implementation of the Core Knowledge curriculum, aligned with Common Core State Standards (CCSS), the Indiana Learning Standards, and delivered through innovative technologies and traditional classroom instruction, will serve two fundamental purposes. First, it will appeal to those students who have not had the benefits of a home rich in literature or the opportunity to experience and learn in different styles and formats. The design of the school will allow the students to interact with the world through literature and technology within the auspices of the school building. Second, for those students who have had the opportunity to augment their cognitive world with experiences, the Core Knowledge curriculum will create a setting for students to question their assumptions. As these two

enhanced learning opportunities will occur in parallel, all students will have the opportunity to learn through the experiences and philosophical thought of others. Research has confirmed that students are more likely to remember material, feel a better sense of accomplishments and be able to transfer experiences to other learning situations when technology is incorporated within the learning process.

### Mathematics

Eunoia staff will use the Everyday Mathematics as an instructional resource for linking projects through math to other content areas. The Everyday Math program was selected for its alignment with an integrated content approach to instruction, preparing students for the real world. The Everyday Math eSuite resources and strong school to home link are a great fit with Eunoia's education model. The manipulative classroom sets provide strong 'toolkits' for engaging learners through hands on learning. Grade-specific application of the curriculum will be as such:

- Grades K-1: Students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry
- Grades 2-4: Students will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry
- Grades 5-6: Students will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra
- Grades 7-8: Students will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations); and work with data (coordinate plane; proportions; geometric proportions, statistics; probability)

### Language Arts

The Eunoia Language Arts curriculum will include reading, writing, speaking, listening and the study of literature. Through the study of the Language Arts, students should be able to read fluently, understanding a broad range of written materials. Students in all grades will demonstrate strong reading,

writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels. In addition to the Core Knowledge curriculum, the McGraw Hill Treasures Reading/Language Arts program will be used for Grades Kindergarten through 6. The comprehensive program was selected for its ability to reach diverse skill groups of students, providing the tools and strategies for helping teachers and instructional assistants provide learners with the skills necessary to meet success. Grade-specific application of the Language Arts curriculum will be as follows:

- Grades K-3: Students will develop a solid foundation in learning to read
- Grades 4-6: Students will utilize and build upon skills as they read to learn and will begin to demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations
- Grades 7-8: Students will use the Core Knowledge Sequence of Realms of Gold literature, a humanities rich program and will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages

### Science

The aim of Eunoia's Science education will be to develop in learners a rich and full understanding of the inquiry process; the key concepts and principles of life sciences, physical science, and earth and space sciences; and issues of science, technology, and society in historical and contemporary contexts. The Eunoia Charter School of Excellence will use Kendall Hunt Science multidisciplinary program that incorporates interactive tools that help students learn how to use science to understand and manage our planet's resources. It is a great fit with the School's green focus in teaching children to respect themselves, others and their environment. The following describes grade-specific content:

- Grades K-8: Students will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings

- Grades 6-8: Students will demonstrate the ability to do experiments and write reports on their findings in addition to the above standards

### Social Science

Within the Eunoia school program, the Social Science curriculum will provide a coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. Through its projects based design and use of the Core Knowledge Sequence, the Eunoia Charter School of Excellence will integrate a humanities based model linking Social Science and Language Arts. The Core Knowledge reading list by grade level and inclusion of classic literature and poetry provides a comprehensive foundation for meeting the Social Science Learning Standards. Units of study within the projects based model will be culturally unbiased and 'real', ensuring the perspective presented, discussed and researched from a global lens.

### Extended Core

Throughout time, the arts have been essential to human existence. The ISE model incorporates the organization's belief that all students deserve access to the arts through creation, performance and study. Eunoia students in Grades Kindergarten through 8 will take classes in Spanish as a world language, visual art, auditory art and physical education (wellness) through the extended core-curriculum courses. Each of these classes will link to all other subject areas. Extended Core offerings will include exposure to ballroom dance, martial arts, and healthy eating and healthy living for students in Grades 4 through 8.

As part of the Extended Core curriculum, the school's Give Forward Gardens will help students develop a knowledge and appreciation for urban gardens as each grade level learns to care for and explores fruits and vegetables indigenous to the region. Produce will be used to explore new food items through the school's food service program and within the farmers market that will be introduced during year two of operations.

### Technology

Technology provides a portal to the world and is an integral part of the Eunoia Charter School of Excellence' design. The Eunoia technology

program, Technology as a Third Eye (TTE), teaches students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education. At the Eunoia Charter School of Excellence, technology is an integral part of the culture, as natural as books and pencils are to school life. Rather than learning about technology, school staff, students, and families will learn to use technology to solve problems. Most importantly, technology will be used to raise student achievement.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- Capacity Building
- Equitable Access
- Continuous Learning
- Content Enrichment

Student technology standards by grade level guide development of skills in understanding and mastering keyboarding, Internet use, search engines, software applications and problem solving with various hardware and software. Eunoia Charter School of Excellence' classrooms will be equipped with a Promethean Interactive Whiteboard and laptop computers. In addition to these assistive educational technologies, iPads, iPods and robotics hardware will be available for instructional use in all grades. The ISE charter schools are Apple platform schools. Technology use for students, families and staff will be governed by a strict Technology Policy "iUse" to ensure the safety of those that use the technology.

green360

The Eunoia Charter School of Excellence is designed as green-friendly environments utilizing recycled materials and fabrics. The facility and campus is a learning and instructional resource that is incorporated in the Eunoia curriculum itself. The charter schools will use a color code system, such that light poles, wall switches and power outlets are green to indicate energy. Each Eunoia Charter School campus will include a range of single standing 2500-watt wind turbines, an energy saving feature anticipated to offset the cost of the school's total technology.

The Multiple Intelligences (MI, pronounced "my") Zone, a museum-like space will launch during the inaugural year, featuring a recycled floor made from car and truck tires, live plants and free-flying butterflies for students to

explore, care, share and learn about. The MI Zone will maximize the project-based design of the curriculum and will be incorporated throughout the building. Four thematic designed spaces will be phased in over time focusing on Ecology, Space & Time, World Culture, and Transportation. Additionally, classroom wall sections and ceiling tiles will become learning windows by replacing dry wall and ceiling tiles with Plexiglas to showcase the buildings' inner workings and provide a unique instructional resource.

#### robo360

robo360 is a project-based content enrichment program built around robotic autonomy using Legos™ and metallic-based construction sets. A tactile-based learning program, robo360 develops critical thinking and problem resolution within students. Program tools provide teachers a platform from which to springboard in further exploration of other content areas. From grades kindergarten through eighth, students at the Eunoia Charter School of Excellence will learn about and build up to 22 different types of robots, promoting skills, exploration and sustained rigor within all content areas. Please refer to Appendix F for additional information on robo360.

#### Character Development

Finally, the Eunoia curriculum incorporates character development. The focus of this area is to develop children as responsible individuals who respect themselves, others and their environment. The Eunoia character development curriculum is designed after the book, *The Ultimate Gift* by Jim Stovall. Students will learn and practice character values and earn "gifts" related to the book, throughout their time at the charter school. Each Eunoia student will also begin his/her day with the core classroom teacher to allow a critical Morning Meeting that builds the culture and climate within the class. Further, character values, interpersonal and intrapersonal skills, and communications skills will be developed through activities integrated throughout the foregoing curriculum.

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

Within the projects based Eunoia classroom, students learn to work independently and in groups, acquiring and communicating an understanding of skills and content. The curriculum provides a broad palette of content, experiences, and skills that are aligned with the Indiana State and Common Core State Standards.

Students are engaged and take ownership within the learning process and are better prepared to thrive in today's global economy – the foundational pillars within the Schools mission – developing learners who respect themselves, respect their environment and respect others.

When learning is connected to what we live, the larger world of which you are a part, you understand and respect what you have and your purpose within the larger world. Connecting learning to real world content and experiences is engaging, it promotes creativity and fosters communication and responsible living. Eunoia's instructional plan and curriculum underscores the School's mission and drives the vision for accomplishing its goals. We teach children to respect the differences in each of us, and celebrate the diversity that defines the world in which we live. We never diminish what children live outside the walls of the School, rather teach healthy and respectful existence and problem solving.

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

Every projects based unit that has been developed within the School's curriculum clearly articulates alignment to standards. Each lesson that is taught within every classroom begins with an introduction of the standard(s) and skills that will guide the lesson – providing an understanding of and purpose for what is being taught, how it fits within the larger curriculum map, and allows students to take ownership of their educational plan. Teachers are trained to understand and articulate that the State and Common Core Standards form the foundation for the curriculum and guide what is taught. Nothing will be taught without alignment to and explanation of the standards.

Lead teachers and the Curriculum Director are the first point of contact in ensuring fidelity and understanding of the curriculum and model. Daily team meetings focus daily on a different aspect of instruction and education – literacy (Monday), social behavioral needs (Tuesday), Student Achievement (Wednesday), Team Business (Thursday) and Projects Based Core Knowledge (Friday). This strategy provides focused, monitored development as teachers work with the Curriculum Director, Lead Teachers, Director and the CMO – all focused forward and aligned in thought and process.

- 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.

Success of the Eunoia model is contingent upon teachers and instructional staff having a knowledge base of various instructional strategies and methodologies. Obviously, an understanding of projects based learning and instructional are critical as this forms the foundation of the design. A working knowledge of the Core Knowledge Sequence is an integral piece, as well.

Each day begins and ends with a classroom meeting focused on developing interpersonal skills and processing of skills necessary for learning to occur. Teachers must be trained in the Harmony Process that removes barriers that are learned and developed outside the walls of the School. Minimizing what a child lives outside the School is never appropriate nor acceptable, but developing a foundation for healthy 'daily living' skills establishes a level playing field for all children.

Understanding the School's unique green360, aesthetic learning environment that incorporates museum like spaces throughout the building in what is referred to as MI Multiple Intelligences) Zones, and the robo360 methodologies are all unique components within the Eunoia model and require understanding of to maximize use and implementation. The School's founder and CMO will guide training and development of these core methodologies.

The School's character program that is based upon the book, The Ultimate Gift, has been integrated in to the projects based units of studies across grades 3 – 8 and form the foundation for character development and service learning. It requires understanding for fidelity in implementation.

*Behaviors for Learning*, the foundation for the School's core pillars of respect for self, others and the environment, is a methodology the staff will learn and implement, again, leveling the playing field and ensuring a learning environment conducive to maximizing the vision for the school. The *Behaviors for Learning* form a foundation of respect to guide the student discipline throughout the School. A copy is provided within the attachments.

## ***Technology***



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

The mission of Technology as a Third Eye (TTE), the technology plan that informs and supports Eunoia's design, is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education, developing problem solving skills and resources to self manage. Technology is readily available for access in every classroom and across the campus. Laptops in the classrooms encourage exploration and guided inquiry, iPads embellish the ratio of students to technology, and iPods are hand-held devices that travel with the student and teacher anywhere on the campus to guide instruction and inquiry.

The Eunoia Charter School of Excellence believes that infrastructure improvement, curricular change and professional development are necessary in order for today's schools to use 21<sup>st</sup> Century technologies to the fullest. Technology must be integrated into the culture of the school, so that it becomes an everyday part of the stakeholders' lives and is meaningfully connected to the work that each member of the school community is responsible for. We propose a continued emphasis on:

- Educating our school community in the use of current and future technologies.
- Developing methods to integrate technology into our curriculum.
- Providing on-going professional development for our staff in the uses and applications of technology.

**Vision: Technology as a Third Eye**

At ECSOE, technology is an integral part of the culture, as natural a part of school life as books and pencils. Rather than learning about technology, school staff, students, and families will learn to **use** technology to solve problems and open doors. Most importantly, members of the Eunoia community will use technology to raise student achievement.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- Building Capacity
- Ensuring Equitable Access
- Promoting Continuous Learning

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

Technology will provide the foundation for learning with Technology as a Third Eye at ECSoE. Each teacher will be provided the professional development to understand the link between the Core Knowledge Sequence, the Integrated Projects Based design, the Indiana Academic and Common Cores Standards and the technological resources available through out the school. Understanding the resources and hardware available is critical to maximizing use. Within the professional growth plan, instructional staff will:

- Be introduced to and trained to use all hardware
- Be introduced to and trained to incorporate instructional tools in technology – including but not limited to computers, laptops, iTouch, iPod, interactive WhiteBoard, edu360, VoIP telephone, video monitors, and online portfolios, email, Microsoft Office software, and educational software

Once trained, teachers will have full access to the suite of instructional materials, hardware and resources to develop an understanding and prowess for students. All classrooms and offices will have access to the Internet through desktop computers providing a 2:1 ratio in the classrooms, Grades 3 - 8, and through the portable laptop computers that are available to increase the ratio to a 1:1 ratio. As well, students are able to access the internet through the iTouch and interactive WhiteBoards. Goals for all students can be found in Appendix B listed as Technology Standards by grade.

#### Curriculum Integration Standards

- Technology is regularly woven into curricular activities, creating opportunities for students to learn in new, enriching multimedia ways that facilitate learning.
- Basic productivity tools are used appropriately regularly by students and teacher to meet the curricular goals.
- Students and teachers know which type of technology best meets their needs without extensive coaching.
- Traffic on the edu360™ portal (a web-based forum and information store) indicates a growing base of curriculum-related activity.
- Staff and students demonstrate great confidence in using computer hardware and software to increase personal productivity and to learn.
- Technology use by teachers, staff and students is focused on creativity, data manipulation, design, presentation, productivity and research technologies, i.e. tool use, rather than computer-assisted instruction.
- Teachers use the edu360™ to focus their instruction to promote better student achievement.

- Teachers use the Student Learning Contract feature of the AMS to share individual student goals with parents to promote student achievement.
- (See Appendix B - Student Technology Standards.)

#### Internet Integration

- Students and staff will participate in interactive distance learning, conferencing and collaboration between students in partnership with the ECSOE network of schools over the web
- Students and staff will participate in interactive conferencing and collaboration with partnership schools over the web
- Students and Staff will utilize the web based edu360™ for sharing between the ECSOE network of schools
- Students and staff will utilize the Internet for research and discovery in support of the classroom curriculum

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

At ECSOE, technology is an integral part of the culture, as natural a part of school life as books and pencils. Rather than learning about technology, school staff, students, and families will learn to **use and maximize** technology to solve problems and open doors. Most importantly, members of the Eunoia community will use technology to raise student achievement and develop capacity for accessing information, connecting to the global community and resolving problems.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- \* Building Capacity
- \* Ensuring Equitable Access
- \* Promoting Continuous Learning

Each classroom will have an 84 inch interactive Promethean WhiteBoards. Classrooms KG-2 will have a student to computer ratio of 4:1. Grades 3 – 8 classrooms will have a 2:1 student to computer ratio. iPads and iPod are available for checkout by teachers and available for use in classrooms and throughout the campus in connecting classroom learning with the world through applications and internet inquiry.

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

The budgeted total for technology is \$438,530 (line item 150). Costs are incorporated within the Charter School Planning Grant, Walton Foundation Grant

## 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).

Understanding how students learn, what they are learning and the depth of understanding in what they are learning presents a picture of student performance. Understanding and utilizing student performance data is critical to driving student achievement. Smaller snapshots throughout the year (formative data of student performance) as well as larger ‘portraits’ of student performance (summative data) is needed to develop a clear road map to guide student achievement and allow the school to set baseline and benchmark targets toward attainment of goals and objectives.

Eunoia Charter School of Excellence incorporates a variety of assessment strategies to measure student learning. Formative assessment is part of the instructional process within each classroom and provides a road map needed to adjust teaching and learning while they are occurring. Use of data from formative assessment informs both teacher and student about student understanding at the point when timely adjustments can be made. Adjustments within the instructional process of this nature ensure students achieve targeted goals within the appropriate timeframes.

The importance of classroom work and informal assessments in the areas of performance and participation are invaluable road maps. Formative assessments allow teachers to keep a running checklist of their students’ performance goals and collect classroom samples of student work to quantify their growth over time. This will enable the students, parents and teachers to visualize improvement and areas of weakness in all academic areas. Unique to the regular educational program of ECSOE and similar in design to Individual Educational Plans (IEPs) for students with disabilities under the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. § 1400 *et seq.*, the Eunoia Charter School will implement Individual Instructional Plans (IIP) for all students to gather and reflect student growth over time. IIPs allow for an individualized education for each student that takes part in the Eunoia charter school program and provides one-on-one attention that is not always available to students in resource-pressed public school classrooms. Involvement of students in the achievement process is supported by research and shows that the

involvement in and ownership of their work increases students' motivation and engagement in learning.

Summative assessments determine at a particular point in time what students know and do not know. Summative assessments are much more than the standardized assessments given annually. Summative assessments are important tools when used as unit or end of semester tools as an accountability measure and to inform progress reporting.

It is the combination and variety of data that defines student performance and is used as a gauge in measuring student achievement, and a tool for attainment of measureable goals and objectives. Understanding when to use, how to use and what the data say are tools that the School will finesse within all instructional staff.

- 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).

Response to intervention (RtI) is a systemic model that arose from the concern over students falling through the cracks, too much time elapsing in identifying struggling learners and the identification of interventions for general education and exception learners. RtI represents a method for evaluating the needs of all students and setting a series of actions in place to determine fit or additional intervention strategies.

Eunoia Charter School of Excellence will implement a multidisciplinary education team of general education and support staff to guide the RtI process in identifying both academic and/or behavioral gaps. The team will use three-layer intervention tier (IT) model to define interventions and intensity of services required to ensure student success and towards identifying long-term service plans for exceptional

learners – ELL, Gifted Learners, struggling learners and students with learning disabilities. The continuum with the tiers is fluid and determined by effectiveness for each student. Implementation time is determined by effectiveness of student response. IT-1 is the least restrictive and intensive of interventions / services and can be implemented within and by the classroom teacher for all students. Each tier increases in intensity and may require services outside the general education classroom. Data used for RtI decisions are derived from assessments that measure student achievement within the context of the classroom curriculum and form the link to defining the interventions to maximize student success.

Students struggle for a variety of reasons, and the goal of assessment is to determine the barriers that inhibit learning, and to alter instruction accordingly. Barriers may include an identified disability, insufficient or inadequate instruction, poor attendance, limited engagement, emotional or behavioral concerns and/or limited English proficiency. If and when these barriers are eliminated and IT-3 services (most intensive interventions that require small group or individual interventions of longer duration and may require specialized staff) are required, exceptional student education may be considered. Understanding what works for each student is key and implementation the path to success.

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

See attachment 11b

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

Eunoia Charter School of Excellence Only 44.4% of students passed the Math and English/Language Arts. This is significantly below the 70.2% State average. With IPS graduate rates still below state average and dropout rates on the rise, the district is struggling. State Superintendent, Tony Bennett, states, “Indiana’s high school dropouts not only have limited career opportunities, they are also twice as likely to be unemployed and more likely to end up in the criminal justice system”. The evidence clearly reflects the need for a quality school choice.

With less than 50% of IPS students meeting the minimum state performance expectations, ECSoE’s goal is to exceed the district’s average for each grade level, but to match or surpass the state’s average. An accountability plan guides baseline and

benchmark targets for the School.

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

Survey data indicates support and need for Eunoia Charter School of Excellence Indianapolis by constituents. Residents, students, and community leaders express a need for quality school choice options. The site selected for the School is in an area in need of revitalization. Families want the best for their children and are willing to travel outside the boundaries for the traditional public school that serves their address to gain quality education. Parents and business leaders expressed concern with the impact of IPS school takeover by private corporations. Impact of decreasing business support and lowering property values plague the community. Eunoia Charter School of Excellence Indianapolis is excited to partner with Speedway Submarket Guion Road and serve as a beacon of revitalization and growth for the community. ECSOE does not take lightly the support of the community and parents entrusting their child in our expertise and care. Together, we will succeed.

## **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 population of students who choose to attend the Eunoia Charter School of Excellence (ECSOE) will inform many of the decisions surrounding staffing the school. The Board intends to hire a licensed, highly qualified staff member(s) to provide services for students with exceptionalities, including students with disabilities and Limited English Proficient (LEP) or Exceptional Student Educator. ECSOE will participate in the Institute for School Excellence Special Education Charter Network to meet the needs and requirements of our population of exceptional learners. Again, the intent is to have on staff a full time certified ESE teacher to work with teachers in identifying students that qualify for services.

A team will be formed to create checklists that meet specifications of (state, federal and special education laws) 105 ILCS 5/14-8.02 and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an on-going assessment in classrooms to

determine if a child is in need of special needs. We will treat all children on an individual professional basis. The Illinois School Code will be followed. It includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection
- IDEA eligible students
- IEP's developed in meetings with parents/guardians and the IEP Committee
- Least restrictive environment
- Parent/Student participation in decisions
- Procedural due process

Student needs will be supported through the interventions determined by a Multidisciplinary Education Team (MET). Students will be identified and evaluated in accordance with state and federal regulations. The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Inclusionary Model – Students who require extra services or instructional assistance will work with the appropriate Exceptional Learners teacher in an inclusionary model
- Consultation and collaboration – Students whose service plan does not require more intensive support services but require some assistance per the IEP will receive extensive monitoring through consultation and collaboration with the ESE staff
- Speech Therapy, Physical Therapy & Occupational Therapy-Contracted through ISE
- Behavioral Counseling / Daily Living Skills – Students struggling with behavioral issues that impede the achievement process will meet one-on-one or in small groups with behavioral specialists

English as a second language (ESL) students will be assessed upon entering the school. The teachers will receive training to develop teaching strategies to better serve this population.

A timeline will be put in place to accommodate the ESL students in a timely manner:



- Home Language Survey: Date of registration or within first week of school
- Classification of ESL Levels: Twenty days after registration or return of survey
- Student Placement in ESL: One month after student enters ECSOE
- Teacher Certification/Personnel: Establish schedule upon opening of school
- Post Program Review: One month after student enters ECSOE
- Reclassification or Exiting of ESL Students: Any point in year after 4 months of assessment

The Exceptional Learner staff members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of all students in the class. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class, and accommodations will be set in place. When the students require extended services, it will be the design of the school, whenever possible, to use flexible time within the day to provide students the added instruction or services needed to ensure success.

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

The instructional design, in general, of ECSOE is intentional in its benefit to all students. The flexibility of project 'terms' and design allow modification by teacher and alignment to all learning styles, educational needs and outcomes. The 'service plan' is unique to each child. Use of a 3-tiered RtI model with focus on inclusion allows all students to work together in harmony with their peers. As needed, supplemental services that may include small groups are natural within the projects based model and include pull out to other classrooms. The design is very fluid allowing intentional focus and rapid remediation of deficits. It is intentional in design and support for the child, promoting understanding, positive engagement and ownership.

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

The RtI approach Eunoia uses in identifying and intervening the needs of exceptional learners is supported by the Bureau of Exceptional Education and Student Services, and noted by the Indiana Department of Education. It is a whole school model that works and decreases gaps in time for identifying, understanding

and supporting students with barriers that impeded learning. The tiers and intervention strategies within the RtI model Eunoia uses in servicing exceptional learners have been adapted from the What Works Clearinghouse (WWC), established in 2002 by the US Department of Education's Institute of Education Sciences to support and inform school strategies. The RtI model is a methodology that integrates strategies and identification of resources for general education and exceptional learners in a caring, supporting, focused and data based approach. It ensures effective, high quality instruction in the general education setting and beyond.

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

The new Indiana IEP database allows and promotes a natural monitoring system for documenting and tracking compliance. This 'data' focused system is a great fit within the 'data dig' approach ECSOEI incorporates. There is no difference in the tracking and analysis of data for exceptional and general education learners. The IEP and IIP both allow for snapshots and summative gathering and analysis. Quarterly data digs will guide monitoring for the School, but allows for more frequent progress monitoring and will be defined in the student's IEP and/or IIP. Doing so allows formative assessments and summative assessment data to guide intervention, strategy refinement and service plan implementation for every child to ensure benchmark targets are met. It also ensure no plan is not reviewed in a timely manner with appropriate progress not achieved.

- 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.

The RtI process encourages frequent review and discussion toward maximizing student performance and removing barriers to learning – a natural evaluation of program effectiveness. This team, together with the School Improvement Committee are tasked with understanding the effectiveness of all programs in the School, working with School leadership in refining, rethinking and refocusing program goals. Self-evaluation and progress monitoring is most effective as they allow for ownership and engagement.

The RtI will begin the school year with bi-weekly meetings with weekly discussion in team meetings with all grade level and content area teams to discuss and identify needs. As need dictates, frequency of the meetings will occur. Quarterly interface

with the whole school and School Improvement Committee ensure frequency of review and understanding of effectiveness of programs. The School Improvement Committee meets monthly. The School Leader serves to guide and realign all building initiatives.

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

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

### 13. Student Discipline Program

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

The school will be developed and maintained as a safe and positive learning environment for all students. *Behaviors for Learning*, a resource for clear, effective and consistent expectations for students will be used in developing a culture within the school that supports behaviors conducive to student success. This powerful tool, unique to the Eunoia model, levels the playing field for all students and allows each child to focus on learning, removing the need to rethink expectations each time a child works with a different teacher, staff or peer. The school day will begin in every classroom with *Students Organized and Reflecting ("SOAR")*, where students circle in a team and are asked to reflect upon yesterday and plan for a better today. *SOAR* provides a roadmap for the day, sets a structure of consistency and develops a team environment for the classroom. Each day will conclude with *Reflections in Mind*, a closure activity to reflect upon the day's events and organize students in preparation to depart for home. All students will wear uniforms to promote a harmonious social environment conducive to a stable and leveled learning environment. Additionally, students will take part in daily recycling, composting and reuse of school waste to foster respect for the community environment in which they live.

Every ECSOE student receives a Family Handbook at the start of each school year. Parents and students acknowledge receipt of the Handbook via signature of acceptance sheet. Copy of receipt is placed in child's permanent file.

Following is an overview of the procedural due process for student behavior at ECSOE. Processes and procedures are aligned with the Family Handbook in accordance with State Code. Documentation with every child's behavior file notes the child as an exceptional learner to ensure compliance with IDEA and Article 7 in alignment with the student's Least Restrictive Environment, and processing due process and consequences.

**Teacher Facilitated:**

*Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an assertive discipline approach. All staff receives materials related to our Behaviors for Learning and training on this in conjunction with maintaining a positive Learning Environment. When a child disrupts the learning the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic climate through adherence to our Behaviors for Learning. When a child's behavior is repeated and classroom interventions and strategies are not working a referral to the office is the next step in our progressive discipline process.*

*Within any organization immediate clauses for excessive behavior are necessary. The following behaviors warrant immediate referral to the office:*

- ☐ *Inappropriate sexual behavior/harassment*
- ☐ *Intimidation of another student*
- ☐ *Behavior that is of a violent nature*
- ☐ *Behaviors that jeopardize the safety of themselves or others*
- ☐ *Behavior that references and/or involves a weapon*
- ☐ *Repeated use of profanity*

\_\_\_ *Destruction of school property*

When a child's behavior disrupts the learning environment within the classroom and falls within the guidelines of those behaviors resolved at the classroom level, the following procedures are followed:

\_\_\_\_\_ Completed record of behavior is in place using the single copy classroom consequence referral for documenting behavior

\_\_\_\_\_ Individual one-on-one informal conference with child completed by teacher

\_\_\_\_\_ Consequences assigned by teacher

\_\_\_ Redirection of Behavior

\_\_\_ Time Out in class

\_\_\_ Detention

\_\_\_ Time Out in another

class

\_\_\_ Behavior Checklist

\_\_\_ Reassign Seat

\_\_\_\_\_ Parent Contact Made

Date \_\_\_\_\_ Method: \_\_\_ Note Sent to \_\_\_\_\_

\_\_\_ Email to \_\_\_\_\_

\_\_\_ Phone Contact to \_\_\_\_\_

The following procedures may be requested by the classroom teacher:

\_\_\_\_\_ Intervention

\_\_\_ Counseling Referral

\_\_\_ Conflict Resolution Referral

\_\_\_ Referral made to Multi-Disciplinary Educational Team  
(MET)

**Only after a student has progressed through each step of the classroom teachers' procedures, or in the event of an infraction covered within the immediate clause, is the child referred to the main office.**

**Point of Contact: Classroom Teacher @ 317.555.1212 ext.**

\_\_\_\_\_

**Office Facilitated:** *When behavior warrants referral to office after repeated intervention by teacher, and/or is necessitated by nature under the ECSoE immediate clause, students are referred to an administrator and/or administrative designee*

\_\_\_ Behavior referral received in triplicate on school approved form.  
Referral must be signed by Staff reporting incident

\_\_\_ Investigation conducted within one (1) school day of incident by  
building administrator

\_\_\_ Investigation must include the following steps:

**Interview of witness:**

\_\_\_ Students must be interviewed individually. When incident could require reporting to law enforcement or other agency, all witnesses should be sequestered and interviewed separately.

\_\_\_ When able, students should write their own statement. The

document should be dated and signed by the student.

\_\_\_ Complete interview by clarifying with the child any unclear sentences on a separate page that is signed and dated by the interviewer.

\_\_\_ Written statements and administrative notes are attached to the discipline file.

**Due process:**

\_\_\_ After all witnesses have been interviewed; talk with student(s) charged in incident.

\_\_\_ Ask all child(ren) involved in incident to provide names of witnesses.

\_\_\_ Review ECSOE expectations that are relevant in incident.

\_\_\_ Ask child what expectations/school rules were violated.

**Consequences:**

\_\_\_ Review child's discipline folder for previous referrals, interventions and consequences.

\_\_\_ Check to see if child has an IEP, and if so, number of incidents in Least Restrictive Environment placement

\_\_\_ Follow progressive discipline process and assign consequences accordingly.

*(If behavior is of severe nature, progression may be overridden with appropriate consequences)*

Note: Certain behaviors are excluded from progressive disciplinary procedures.

\_\_\_ Complete administrative section of referral, including dates, with overview of findings and consequences.

\_\_\_ Detention      \_\_\_ ISS \_\_\_ OSS \_\_\_ Expulsion    \_\_\_ Other

*Suspension may be assigned as "in school" suspension or "out of school" suspension in accordance with Indiana Code. Prior to suspending a child, the following procedures must be completed by administrator and/or administrative designee*

\_\_\_ Review consequences with child

\_\_\_ Intervention

\_\_\_ Counseling Referral    \_\_\_ Conflict Resolution Referral

\_\_\_ Behavior Plan with SSM      \_\_\_ Staffing requested

\_\_\_ Parent Contact Made (*Suspension of more than 1 day requires written notification to parent in addition to phone contact*)

Date \_\_\_\_\_ Method: \_\_\_ Note Sent to \_\_\_\_\_

\_\_\_ Email to \_\_\_\_\_

\_\_\_ Phone Contact to \_\_\_\_\_

\_\_\_ Complete paperwork for notification of parent, attendance clerk, counselor and teacher

\_\_\_ Copies of completed notification to parent must be stapled to referral



and placed in

child's discipline file

**Point of Contact:** In school suspension less than 2 days – Parent Liaison @ 555.1212

Out of school suspension or ISS for more than 2 days –School Director @ 555.1212

**Repeated Behavior:** *When children have been seen in the office for repeated behavior incidents the following procedures must be followed.*

\_\_\_ Parent conference required with Administrator and Counselor

\_\_\_ Notification sent of accumulated behaviors (Utilize standard form letter)

\_\_\_ Parent conference required with Director, ISS coordinator, Teacher, Counselor

Outcomes

\_\_\_ Alternative Placement

\_\_\_ Review of File and Interventions

\_\_\_ Notification of Pending Expulsion

**Point of Contact:** Please contact Parent Liaison @ 555.1212 to set

conference date

**Notification of Expulsion Proceedings:**

\_\_\_\_\_ Present all referrals to Board of Directors for review and discussion prior to final

Determination

\_\_\_\_\_ Final determination will be upon review with Administrative / Board designee(s)

\_\_\_\_\_ Notice of pending expulsion with detailed charges in accordance with Indiana Code will be sent via certified mail to parent / guardian. (Includes information for requesting formal hearing)

\_\_\_\_\_ Notice of manifestation determination case conference in accordance with Article 7 for children with an IEP (Individual Education Plan) to determine causal relationship. Proceed accordingly thereafter following process in place under Virtual Special Education Cooperative

\_\_\_\_\_ Hearing held if requested in writing by parent/guardian within three (5) business

days of date postmarked

\_\_\_\_\_ Within 5 days of hearing written determination of expulsion is sent via certified mail to parent / guardian

\_\_\_\_\_ Steps to appeal expulsion are available through office in accordance with Indiana Code

**Point of Contact:** School Director @ 317.555.1212

A copy of the School's Due Process Policy can be found in the appendix XX

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

Eunoia's promotion of team and family in developing respect for self, others and the environment forms the foundation for our behavior system. Work through the Responsive Classroom is the impetus behind the methodology.

Research conducted for the Responsive Classroom™, The Social and Academic Learning Study, completed in 2004, yielded important findings from schools using:

Children

- Scored higher on math and reading tests
- Felt more positive about schools, teachers, and peers
- Had better social skills and fewer behavior problems

Teachers

- Felt more effective and more positive about teaching
- Offered more high-quality instruction
- Collaborated more frequently with other teachers

This and other similar studies confirm what many years in education have proven – when children are explicitly taught social and emotional skills in a positive classroom climate, behavioral problems decrease and academic engagement and achievement increase.

The demographic profile of student and family Eunoia will serve is transient – a challenge within low socio economic households. Challenges included with families desiring a quality education for their child(ren) necessitate a lottery system and enrollment policy that works to enroll siblings to lessen the burden on parents transporting children to multiple schools. This strategy also increases parent engagement in the school.

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

The Behaviors for Learning and system for developing responsive citizens, aligns perfectly with the School’s mission to instill in students respect for self, others and their environment. It is the foundation for the instructional program and the path to ensuring goals and objectives are met.

Eunoia founders chose a projects based model because of the impact on student engagement and the research that supports hands on learning and connection to real-world experiences for high needs urban learners. We do not take our cues in life from textbooks, we live, we experience, we encounter and then use prior knowledge, new skills and application to situations in setting a course for resolution. Why should teaching our children be anything different? The mission is grounded in teaching and developing strategies through inquiry and creative thought. It sets children on a clear path for success in life.

The School’s instructional design develops higher order thinking and encourages learning through varied methodology – exactly what life is. The mission and vision for our children is aligned to preparing children with 21<sup>st</sup> Century skills as global citizens.

## **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.

Eunoia will not settle for a staff that is not intentional in design. Teachers and staff must be reflective of the community it serves – period. The staff must be diverse – diverse in global experience and understanding, male and female teaching and

support staff, ethnicity, teaching experiences by years of experience. The staff must be knowledgeable in the practices of teaching urban populations and working with high needs learners. A new school is a learning experience for everyone in that it brings together, for the first time, children, staff and families that have never worked together as a team before. Adding additional challenges of staff who do not understand the students and families they serve is an additional hurdle to overcome.

Knowledge and experience of projects based learning and comfort in using varied technology is a plus, but not requirement. ISE and Eunoia leadership will ensure training prior to the start of the school year is appropriate for staff and student success.

With a mission to prepare learners for success in a global community, it is imperative our staff bring knowledge and first-hand experience with international travel, background, living and ethnicity. Bringing an approach to teaching that is real and touches the world our children live and are prepared to live, ensures realization of the School's vision.

## **Professional Development Plan**

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

Staff development priorities are defined by the School's model. Success of the Eunoia model is contingent upon teachers and instructional staff having a knowledge base of various instructional strategies and methodologies. Obviously, an understanding of projects based learning and instructional are critical as this forms the foundation of the design. A working knowledge of the Core Knowledge Sequence is an integral piece, as well.

Each day begins and ends with a classroom meeting focused on developing interpersonal skills and processing of skills necessary for learning to occur. Teachers must be trained in the Harmony Process that removes barriers that are learned and developed outside the walls of the School. Minimizing what a child lives outside the School is never appropriate nor acceptable, but developing a foundation for healthy 'daily living' skills establishes a level playing field for all children.

Understanding the School's unique green360, aesthetic learning environment that

incorporates museum like spaces throughout the building in what is referred to as MI Multiple Intelligences) Zones, and the robo360 methodologies are all unique components within the Eunoia model and require understanding of to maximize use and implementation. The School's founder and CMO will guide training and development of these core methodologies.

The School's character program that is based upon the book, The Ultimate Gift, has been integrated in to the projects based units of studies across grades 3 – 8 and form the foundation for character development and service learning. It requires understanding for fidelity in implementation.

*Behaviors for Learning*, the foundation for the School's core pillars of respect for self, others and the environment, is a methodology the staff will learn and implement, again, leveling the playing field and ensuring a learning environment conducive to maximizing the vision for the school.

Understanding the technology that is available for use and that guides instruction is also critical. Maximizing the programs, instructional strategies and methodologies ensures the model is fully implemented and the vision realized.

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

Teaching requires continuous growth in order to engage increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how excellent their formal preparation.

Schools must give particular attention to the early years of each teacher's career but must not overlook mid-career and veteran teachers in our journey as life-long learners. Performance levels and standards are appropriate for acknowledging experience, setting expectations, as well as for the growth of professional educators throughout their careers. Lead Teachers, mentors and master level teachers also benefit from the professional evolution that occurs as part of the growth process.

The *ECSOE Professional Staff Development Plan* is designed to assist all teachers as well as instructional leaders in a support and growth program, as well as *all* teachers seeking to grow professionally in their careers. Standards for beginning, mid-career and master level teachers are framed in the different Performance Levels, allowing teachers to see the scale as they grow and work toward advanced skills level teacher status.

The framework for assessing teaching performance is organized around six interrelated categories of instructional practice. The six standards include:

- Planning and Designing Instruction for all Students
- Teaching and Engaging All Students in Learning
- Assessing Teaching and Learning
- Creating and Maintaining Effective Learning Environments
- Developing as a Professional Educator
- Communicating for Effective Understanding

### **Goal Statement**

ECSOE believes in the development and training of our staff and works with each teacher and instructional support staff to cultivate a skills set essential in the transition toward advanced skills level for teachers. This plan, which includes a model for support and mentoring of entry level teachers, goal setting and outcome measurement, facilitates growth and understanding in instructional best practices.

#### **c. Specific Objectives**

- Provide support by assigning a mentor to entry level teachers to help develop teaching performance;
- Provide clear performance expectations, through support and modeling, for entry level teachers, as well as all teachers on an individual and as-needed basis;
- Provide a professional network of support and modeling to prevent attrition and burn out for teachers of high-needs children;
- Encourage teacher self-reflection in instructional strategies and classroom management;
- Encourage on-going professional growth of all staff not only to develop a life-long commitment to learning, but also because each member of the team serves as a model to entry level teachers;
- Promote the development of professional portfolios for all teachers;
- Promote the overall personal and professional well-being of teachers through detailed orientation and staff development programs;
- Provide professional supervision, support and constructive feedback to each teacher as they grow professionally; and
- Provide instructional support in our design as a data-driven and standards-based school through an Academic Achievement Coordinator who will meet at

least monthly with all instructional staff to facilitate understanding of the assessment process, using data to drive instruction and designing instructional strategies and programs aligned with state standards toward growing student achievement.

### **Mentor Selection**

As ECSoE matures, a pool of accomplished teachers will be selected and trained to serve as mentors to beginning, entry-level teachers. Through administrative and colleague recommendations, as well as individual interest, the selection of mentor teachers will entail careful consideration of recommendations and analysis of qualifications each candidate brings to the process. Mentors will be assigned by the Director in accordance with the process and timeline after completion of the Internship and Mentor Process.

### **Teacher Performance Assessment Process**

- All teachers will complete a self-assessment setting goals and outcomes for the instructional year; a rubric will be provided to assist in developing appropriate goals;
- The Director will observe each teacher in a formal classroom setting a minimum of two times during the instructional year;
- Each classroom observation will consist of a pre-observation and post-observation session between the entry level teacher and the Director;
- Each classroom observation will culminate with a written summative assessment detailing the entry level teacher's strengths, as well as areas for growth; the Director will outline each point and, with the input and cooperation of the teacher, set strategies and goals for developing the teaching performance;
- A hierarchical organization within ECSoE staff provides for a **leadership team, including lead teachers**, to work with teachers in understanding and implementing processes and procedures within the curriculum and serve as a network of support in the instructional process;
- All ECSoE teachers will be given, and will be expected to sign, the teacher commitment form, a component of the ECSoE Family Commitments, detailing teacher expectations. The ECSoE Family consists of teachers, staff, parents, students and community partners. Each subgroup has a separate set of commitments as part of its responsibilities in successful student learning;
- Each teacher will be assigned to a Professional Development team to network and reflect on best practices, challenges and successes within the instructional process. Each team will include experienced teaching staff to ensure varying perspectives;
- Each ECSoE instructional staff member is provided with ongoing professional



development training throughout every instructional year. Development consists of one (1) week of training immediately prior to the beginning of the school year, five (5) days spread throughout the instructional year, as well as time built within each instructional day and staff meetings.

- All teachers participate in an intensive curriculum development and learning environment training prior to the start of the school year;
- The Director will conduct orientation programs for beginning and new teachers at the start of each instructional year, detailing and explaining expectations, policies and procedures; and
- Mentors and Lead Teachers will be provided adequate time to observe the entry-level teacher in a classroom setting.

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

**Timeline of Activities within Professional Development Plan**

| <i><b>Timeframe</b></i>                                                                              | <i><b>Activity</b></i>                                                                                                                                                                                                                                                  | <i><b>Descriptors</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▣ <i><b>Spring / Early Summer</b></i></li> </ul>              | <ul style="list-style-type: none"> <li>▣ Establishment of Professional Development Needs for upcoming school year to incorporate within Student Achievement and Accountability Plan</li> <li>▣ Development of calendar for summer in-service and conferences</li> </ul> | <ul style="list-style-type: none"> <li>▣ Recruitment, selection and training of mentors and lead teachers occurs</li> <li>▣ Entry level teachers meet with Administration for explanation and signing of contract</li> <li>▣ Entry level teachers meet with Director</li> <li>▣ Entry level teachers tour building and community</li> <li>▣ Leadership Team training occurs</li> <li>▣ All Teachers meet Mentors / Lead Teachers</li> <li>▣ Official letter sent to Mentors / Lead Teachers</li> </ul> |
| <ul style="list-style-type: none"> <li>▣ <i><b>Late Summer – Week Prior to School</b></i></li> </ul> | <ul style="list-style-type: none"> <li>▣ Formal Orientation implemented and overview of instructional program changes/updates</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>▣ Orientation includes Director, Mentors, Lead and Entry level teachers</li> <li>▣ Administration joins instructional staff for</li> </ul>                                                                                                                                                                                                                                                                                                                      |

|                                                                                       | <ul style="list-style-type: none"> <li>provided</li> <li>Professional Staff Training</li> <li>Staff training modules include School model, technology infrastructure, projects based learning, Crisis Prevention Intervention, Behaviors for Learning, green360, robo360, Bloom's Taxonomy</li> </ul> | intensive instructional training on identified best practices and strategies for use during school year                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><b>First Week of School</b></li> </ul>         | <ul style="list-style-type: none"> <li>Transition</li> <li>Growth and Performance Assessment</li> </ul>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>General faculty, grade level and team meetings occur</li> <li>Director meets with teachers to review, reiterate, guide and plan school year meetings</li> <li>Teachers meet with Director for introduction to assessment framework and professional goal setting</li> </ul>                                                                                                                                                |
| <ul style="list-style-type: none"> <li><b>On-going First Quarter</b></li> </ul>       | <ul style="list-style-type: none"> <li>Guide and Support</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Director meets with teachers, grade level staff and Administration to review and discuss general procedures and support within assessment process</li> <li>Director and instructional staff discuss observation and evaluation process</li> <li>Team work continues</li> <li>Director meets with teachers for goal setting/personal development plan</li> <li>Needs Assessment Survey for new staff implemented</li> </ul> |
| <i>Timeframe</i>                                                                      | <i>Activity</i>                                                                                                                                                                                                                                                                                       | <i>Descriptors</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li><b>On-going through School Year</b></li> </ul> | <ul style="list-style-type: none"> <li>Coaching and Staff Development</li> <li>Observations/Conferences</li> <li>Coaching and Modeling</li> <li>Teacher in-service and</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>Teachers continue on-going work with Academic Achievement Coordinator in driving and improving instruction</li> </ul>                                                                                                                                                                                                                                                                                                      |

|                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                 | <p>development during daily and weekly team meetings to include lead teachers, curriculum director and CMO</p> <ul style="list-style-type: none"> <li>□</li> <li>□ Mentor and Coaching Meetings</li> </ul>            | <ul style="list-style-type: none"> <li>□ Observation and evaluation process of teachers implemented that includes a minimum of two classroom observations</li> <li>□ Entry level teacher observe Mentors and other teachers</li> <li>□ Coaching and mentoring takes place for both New and Experienced Staff</li> <li>□ On-going and frequent meetings take place between Teachers with Mentors and Lead Teachers</li> </ul> |
| <ul style="list-style-type: none"> <li>□ <b><i>Last Quarter of Academic Year</i></b></li> </ul> | <ul style="list-style-type: none"> <li>□ Summative Evaluations</li> <li>□ Review of growth plan, baseline and benchmark goals and plan toward developing teachers as leaders and advanced skills teachers.</li> </ul> | <ul style="list-style-type: none"> <li>□ Director and Entry level teacher Conference occurs</li> <li>□ Entry level teacher Assessment Survey administered</li> </ul>                                                                                                                                                                                                                                                         |

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

### **ECSOE Instructional Performance Standards**

The following areas will be used to assess teaching performance and used in conjunction to the performance assessment tools presented each instructional staff at the start of the school year.

#### **□ Planning**

- Teacher establishes appropriate instructional goals and objectives;
- Plans instruction based upon a knowledge of subject matter, students, the community and curricular goals; and
- Plans instructional opportunities that are adapted to diverse students.

### ☐ **Teaching Strategies**

- Teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful;
- Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills; and
- Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

### ☐ **Assessment and Evaluation**

- Teacher uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions;
- Communicates student status and progress to students, their parents and appropriate others;
- Reflects on teaching practice by continually evaluating the effects of instruction; and
- Evaluates student performance and determines the amount of progress.

### ☐ **Learning Environment**

- Teacher creates a learning climate that supports the development of student abilities; and
- Manages classroom resources effectively.

### ☐ **Professional Growth**

- Teacher collaborates with colleagues and appropriate others;
- Engages in professional development; and
- Performs professional responsibilities efficiently.

### ☐ **Communication**

Teacher uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and other stakeholders; and writes clearly and correctly.

- f.** 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 professional development plan is not a shot in the arm approach to developing quality and effective teaching strategies and promoting the growth of teachers as advanced skills teachers. It is an all-day, everyday approach to growth and development and is directly aligned to student learning. Incorporating professional development within the school day and providing time for staff to meet is effective and fiduciary. As well, it promotes continuous growth and ensures strategies are fresh, current, realistic and applicable to what is taking place in the classroom. Just as formative assessment provides a road map to guide student learning, daily professional development activities serve as a benchmark of effective teaching and guides in-flight corrections – at the time most impactful to instruction.

Prior to the opening of the school, preoperational funds are targeted for professional development and training of staff, ensuring fidelity of the model. Of the \$470,000 preoperational funds, \$387,220 will be used prior to the opening of the school. Of those, 72% are focused on preparing teachers with the tools, knowledge and hands-on experience of the model. This includes use of technology, understanding and implementation of the design, instructional resources and the culture. The focus is the mission, the teachers, the students – planning for success

## **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.

Eunoia Charter School of Excellence will introduce co-curricular and extracurricular programs during years one - two through the YMCA after school program and summer programs. During year three of operation, an organized sports program will be formed through the Charter Schools Sports Network, providing opportunity for group sports with other charter school students.

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

Prior to beginning the sports program during year three, a sports committee with research and develop policies to support and guide the program. The policies will be founded on safety, equity and sportsmanship for all involved.

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

Eunoia Charter School of Excellence will implement the three-prong test used to determine Title IX compliance in athletics is reasonable and flexible

1. Provide athletic opportunities to male and female students in proportion to their overall enrollment at the institution; or
2. Demonstrate a history of continually expanding athletic opportunities for the underrepresented sex; or
3. Demonstrate that the available opportunities meet the interests and abilities of the underrepresented gender.

## **16. Transition Plan**

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

Once students have met all grade level expectations for mastery of content, skills and policies, he/she is ready for transition to the next grade level. As a formal process for 'changing of the guards' within the School's transition from grade level to grade level, students and teachers will participate in a ritual of activities in celebrating a year of accomplishments that include –

- 1.) Review of student IIP to identify work samples that will remain in the student's 'portfolio' of sorts and become part of the vertical work samples and data that will follow the student for all grades K – 8;
- 2.) Identification and documentation of targets achieved for individuals and class team, and setting of 1- 3 goals for next school year;
- 3.) Discussion of summer reading list appropriate to grade level;
- 4.) Awards and recognition celebration;
- 5.) Celebration of 'Gifts' bestowed from School's character development program based upon the book The Ultimate Gift; and
- 6.) Sharing of school supply lists from new grade level and teacher welcome packet;

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

Eunoia understands the critical importance of transition to high school upon completion of grades 1 – 8 by our students. School leadership and support staff will work diligently to develop partnership and acclimate staff and families with staff within schools that fit our design and student needs. It is our intention to form partnership with these schools and develop on going activities that become tradition and form bonds with students, staff and parents.

Transition of ‘new’ students to Eunoia who join us in a grade level other than kindergarten creates the need for an orientation program. We want all children and learners to be comfortable in ‘our home’ and acclimate quickly to ensure success is maximized. The School’s support staff and school counselor will develop a program that includes identifying parents and students by grade level with whom the family / student may communicate and form a mentoring relationship, shadowing, orientation workshops and buddy system will establish comfort and ensure success

## **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.

Eunoia Charter School of Excellence realizes the critical importance of parent involvement in the education of their child. The School has planned a Resource Center for parents and will set regular meetings with the School Director to inform needs and guide programmatic offerings and workshops in the School. Strengthening the role of parents as teacher and supporter of the educational process for each child is important.

The Parent Teacher Student Organization will be an integral part in gathering data from parent to guide planning and serving as a liaison to our parents and families. Annual satisfaction and growth surveys will provide parents a voice in planning and articulating needs.

The School’s Title I Parent Compact also serves as a resource for communicating

with parents and including parents in the education process. The School will maintain a phone list by grade level for connecting new parents with existing parents in developing understanding, articulating need and garnering support.

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

### **Parent Involvement**

The Board of Eunoia Charter School of Excellence (ECSoE) believes all parents and families want the best for their children, and acknowledges research showing that children do best when parents are engaged and actively participate in their child's learning. The following six standards guide the foundation of the Eunoia successful parent partnership –

- |               |                                                                                     |
|---------------|-------------------------------------------------------------------------------------|
| Standard I:   | Parenting skills are promoted and supported.                                        |
| Standard II:  | Communication between home and school is regular, two-way and meaningful.           |
| Standard III: | Parents are welcome in the school and their support and assistance are sought.      |
| Standard IV:  | Parents play an integral role in assisting student learning.                        |
| Standard V:   | Parents are full partners in the decisions that affect children and families.       |
| Standard VI:  | Community resources are used to strengthen schools, families, and student learning. |

Residents, community and educational leaders with whom we have met indicate a strong desire and need for the Eunoia Charter School of Excellence, providing choice for parents of school age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in the Speedway Submarket provides families a quality K-8 education that offers a content-based curriculum that is rigorous, relevant and real, and counters the effects on parents of closing IPS schools in the community. Offering a network of choice resources across existing schools broadens the scope of quality programs, services and resources to a larger audience of families.



Engaging parents as active partners in their student's learning through workshops and parent resource materials develop understanding of family activities that support and connect to classroom instruction. Our goal is to actively engage and include parents in their child's educational journey -- building on a parent's role as a child's first teacher. Parent, staff and student commitments will signify and guide the partnership, focusing on the five pillars that form the operating principles for the Eunoia Charter School of Excellence community - 36,364 residents.

Eunoia Charter School of Excellence is a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of a place to call home. We believe that when a child's fundamental needs are addressed, and a culture established that foster's safety, well-being and consistency, the child is able to focus on learning and maximizing potential. Similar in concept, the Harlem Children's Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs' urban children, and you want them to be able to compete with their middle-class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents.

#### Eunoia Charter School of Excellence Home & Solace Program™

At Eunoia Charter School of Excellence, our understanding of child development and family environment is paramount. Our understanding is deep rooted in providing assistance in many ways to help alleviate or minimize the impact of financial instability within the family. After all if the family is in peril, then the child is in peril, and a young mind in peril will never be healthy enough to learn regardless of the high caliber teachers that instruct him.

Eunoia Charter School of Excellence will involve parents in the joint development of the Title I plan, Parent Involvement Policy, School-Student-Parent Agreement, and the process of school review and improvement through the following activities:

- Parent participation in the annual review of school-wide progress and development of the Single Plan for Student Achievement (including Title I plan)
- Parent participation in the annual review of Parent Involvement Policy
- Helping parents understand academic content standards, standardized test scores, and ECSOE's annual yearly progress as needed

- Providing parents with regular feedback regarding student achievement
- Open door policy at monthly meetings of ECSOE governing board
- Required parent service hours which can be fulfilled within the school setting

Eunoia Charter School of Excellence will coordinate service assistance and implement effective parent involvement activities to improve student achievement and school performance through the following activities:

- Encouraging school staff to pursue professional development focusing on strengthening parent involvement efforts and communication with families
- Providing parents information about Title I services, parental rights, and plan review processes
- Providing organized opportunities for parents to complete their parent hours
- Tracking the number of parent hours completed by each family • Distributing an online newsletter to families every two weeks

Will build capacity within school and parent for strong parental involvement through the following activities:

- Open door policy at monthly meetings of ECSOE governing board • Encouraging school staff to pursue professional development focusing on strengthening parent involvement efforts and communication with families
- Requiring parents to sign the Parent-School Agreement whereby parents agree to complete 40 hours of service to the school per enrolled child
- Distributing an online newsletter to families every two weeks
- Informing parents of volunteer opportunities
- Encouraging parent participation on field trips and community functions
- Providing information regarding programs that promote literacy, parenting skills, student achievement, and parent participation in the education of children when requested

Eunoia Charter School of Excellence will conduct, with the involvement of parents, an annual evaluation of the Parent Involvement Policy that will include identifying barriers to greater parent participation in volunteering in the classroom and in other school activities. Special attention will be paid to the following:

- Soliciting input from parents through a variety of means, including an annual parent/student survey
- Involving parents who are economically disadvantaged, disabled, or have limited English proficiency
- Involving parents of all races and ethnic backgrounds and of all educational

levels

- Using evaluation results to revise, if needed, the Parent Involvement Policy

As a Title I school, Eunoia Charter School of Excellence will involve parents in school activities and forward information to parents related to school and parent programs, meetings, and other activities in a format and language that parents can understand. This will be accomplished through the following activities:

- Parent participation in the annual review of school-wide progress and development of the Single Plan for Student Achievement (including Title I plan)
- Parent participation in the annual review of Parent Involvement Policy
- Keeping track of completion of parent hours
- Soliciting parent input on the effectiveness of involvement opportunities
- Distributing an online newsletter to families every two weeks
- Providing copies of the Parent-School Agreement and ECSOE handbook to families

Eunoia Charter School of Excellence will make accommodations to support parent involvement at the school level through the following activities:

- Arranging school and parent meetings at a variety of times and/or conducting phone conferences between parents and school staff
- Providing reasonable support for parental involvement activities as requested by parents
- Providing full opportunity for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in an easy to read format and, to the extent practicable, language that parents understand.
- Providing information, when requested, regarding continuing education classes

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

Quarterly parent and student make it and take it nights allows parents to work with their child and classroom teachers in understanding current skills. Each workshop will conclude with a resource parents can take home to use in working with their child in building skills and understanding.

Parent Teacher Conferences held each semester will involve parents in decision making and goal setting for their child. In grades 3 and above, student-led conferences promote ownership and accountability as the child leads their conference with parents.

Monthly PTSO meetings will keep parents involved, informed and owning the process within their child's education.

The Parent Resource Center is a great resource for providing parents with resources, workshops and tools to be informed and engage in their child's education and promote collaboration with community orgs.

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

Through the School's Home and Solace program, the school purposefully reaches out to the community through direct solicitation, mailings and participation in community fairs, neighborhood festivals, and annual celebrations. Doing so ensures relationships are initiated and nurtured, and a network of service organizations to foster building a toolbox of resources for the parent. It also establishes an understanding of the School as a central 'light' in the community.

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

The School's PTSO and Title I committee are two great activities that engage parents in the management of the School. Both provide a mechanism for informing and engaging parents in decision asking, and keeping them updated on events and programs. The monthly board meetings, open to the public, encourage parent participation.

## **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.**

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

Research and practical experience speak loudly the benefits and impact when schools, families, and communities work closely with each other to meet their mutual goals. Schools are located in communities, but often are seen as islands with no bridges to the community proper. Families live in communities and neighborhoods but often have little connection to each other or to the schools their children attend. Poor school experiences of their own often inhibit parents from participating in and visiting their child's school.

Community entities such as social service agencies, youth groups, churches, preschools and businesses have major stakes in the community. All these entities affect each other, for good or bad. Because of this and because they share goals related to education and socialization of our children, schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize results.

## **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.

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

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

The model for the organizational structure of the school ensures autonomy of the School and accountability to the Board and authorizer. Direct and indirect lines of responsibility begin with the Director to the CMO, instructional staff to the Curriculum Director and lead staff, and support and contract staff to the Operation Manager.

It builds and supports a natural ownership and growth model in developing staff as leaders. It ensures capacity is in place across the staff to support and guide

operations.

## 20. Governing Board

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

The roles and responsibilities of board include:

1. Ensure the philosophy and mission of the school are followed and in compliance with IN law
2. Ensure that student performance is monitored and the school is meeting performance standards
3. Ensure operational efficiency by approving and monitoring annual budgets, plans / performance
4. Support school management, parents, teachers, and students in a superior learning experience
5. Ensure legal and ethical integrity and maintain accountability
6. Establish policies which help the school achieve its mission and educational program

### Standing Committees

The Executive Committee will be made up of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but not be limited to: hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer and the School Director and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be comprised of seated board members and

members appointed by the Board Chair. The main function of this committee will be to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated board seats that are Board appointed. The committee will prepare a slate of candidates for the Annual Board Meeting.

The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The School Director will act in an advisory capacity as a non-voting member of all standing committees.

#### Roles of Board Members

The roles and responsibilities of the Board will include the general oversight of the fiscal management, basic education and policy development of the school. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The Chair of the Development Committee will inform the Board of all fundraising activities. All fundraising activities must be endorsed by a majority vote of the Board prior to beginning any such activity.

The Board will assure that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the School Director. The Board will be responsible for hiring and evaluation of the School Director. The School Director will be responsible for the evaluation of the staff and will report at least on an annual basis as per that evaluation.

The Board will institute policy within the guidelines of Federal and State law and the principles of the School to assure the effective, efficient, and safe operation of the school. A further description of the Board members roles is outlined in the By-laws.

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

**c. Attach Articles of Incorporation**

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

## **21. Principal Leadership**

### **Educational Role**

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

**The school director is instrumental in the school's success, providing instructional, operational, and administrative leadership necessary to ensure success. The school director wears many hats, serving both as a school principal and superintendent, in many cases. The school director works with the Board, the Institute for Schools Excellence, and the school leadership team in driving the school's vision and impacting student learning.**

The school director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school; and is expected to guide staff in understanding and implementing the Core Knowledge Sequence across each grade level and content area. He or she organizes, administers, supervises, and evaluates all aspects of the school's design within the school and the greater school community. The school director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The school director is responsible for planning improvements that directly address the school's *Critical Points of Accountability*:

- ✓ Student performance
- ✓ School design / instructional process
- ✓ Financial management
- ✓ Customer satisfaction
- ✓ Systems growth



Achieving outcomes in these five areas of accountability requires strong leadership. School leadership is clustered in terms of three distinct roles:

- ✓ Instructional leader
- ✓ Site-based manager
- ✓ Builder of school culture

Accordingly, our performance standards for school directors, represented in this job description, are listed in three categories below:

**The school director as instructional leader will:**

- ✓ Guide the school's vision for learning
- ✓ Set standards for student achievement
- ✓ Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- ✓ Provide instructional leadership in advancing proven teaching and learning practices, and implementing the Core Knowledge sequence
- ✓ Provide leadership in the formulation and annual adjustment of the school's instructional and program plans
- ✓ 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, team teams, and curriculum coordinators to continuously improve instruction
- ✓ Ensure that continuous improvement is guided by student academic standards; school performance standards; and concrete data from school, state, and local assessments
- ✓ Ensure that continuous improvement processes address the achievement of all students

**The school director 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 school's board/trustees
- ✓ Work with the Institute for Schools Excellence to complete and present the annual school's progress report to stakeholders – staff, students, families, board and community.

**The school director as builder of school culture will:**

- ✓ Communicate the vision that supports the 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 school community
- ✓ Seek feedback on the progress of the school
- ✓ Serve as a spokesperson for the school in the community and elsewhere
- ✓ Create an effective team of people jointly responsible for the 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 problem-solving sessions
- ✓ Build on the strengths of staff; recognize improvement
- ✓ Support and monitor the development of all staff and implementation of program improvements
- ✓ Provide leadership to the Board and the school leadership team

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

A minimum of five years of proven inspirational elementary or middle level leadership experience in a school that has a record of high student achievement;

- Fluency in effective practices – curriculum, instruction, administration, supervision, data driven instruction, education law and policy;
- A passion and talent for working with high needs' urban populations;
- A commitment to excellence and hard work;
- A talent and proven track record for recruiting and guiding teachers as highly effective practitioners;
- The ability to work effectively in supporting fundraising and grant writing efforts;
- Evidence of a strong work ethic, high degree of organizational skills, outstanding interpersonal

and communication skills;

- Evidence of diverse experiences in education and work with diverse populations; and
- Adequate technological skills related to administrative work.

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

The founding team and ECSOE Board will conduct a national search for the ideal leader for the School. A Director profile has been developed and will guide the search ensuring the candidates invited to go the interview process have the qualities, experience and skills necessary to lead ECSOE in realization of its vision for the school.

In promoting the Director's position, ISE and the Board will tap networks of national and state level charter school organizations, school leadership programs recognized for their work with charter leaders, and organizations that support the instructional design and methodologies of the School's model. A charter school leader is an anomaly in that he/she must possess the knowledge for addressing needs of both a school and a school corporation. Charter Schools are unique, and the school leader must be knowledgeable across a broad range of content, experience and skills to ensure school success.

The Eunoia School Director is the chief academic and administrative officer, responsible for the daily operation of all personnel, programs and services. The ideal candidate must present with the experiences, skills, wisdom and commitment to ensure the School's success. The criteria identifying the Director include –

- Leaders who have achieved and sustained effective rating for three or more years
- Leaders with like demographics to the Eunoia community
- Evidence of success in student achievement
- Evidence of effective decision making
- Ability to articulate clear vision
- Understanding of and use of data to guide instruction
- Commitment to hard work
- Comfort in working with a CMO and within a network of schools
- Proven track record in writing and receipt of major grants
- Evidence of leading a School's vision

- Ability to lead a diverse team of students and staff
- Is Resourceful

Evidence of developing and sustaining 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 process will begin in early December 2012, a time when school leaders slow down and are able to focus on preparing materials for submission to the posting. Short-listing of candidates will begin immediately and include sorting of candidates into three clusters – definite fit (green), possible fit (yellow) and not a fit (red).

Short-listing candidates will be based upon –

- Submission of all required materials
- Candidates the requirements for the position
- Candidates present with the criteria sought for the position

Candidates in the category of *definite fit* will be invited to join the interview process. Interviews will begin in February with the top candidates selected to go through the first round of interviews with ISE leadership.

The final three candidates will undergo an intensive interview process that includes an interview panel of School founders, board members and local charter school leaders with proven success. An informal reception will be held in the community allowing parents and business leaders to engage the top three candidates in dialogue. Comment cards will be sought from community participants and used to inform the decision in selecting the Director.

It is the intention to identify the candidate and establish a contractual partnership that will begin in March 2012, allowing ownership of the start-up process and cultivating relationships in the community. Full time employment will begin July 2012.

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

## School Management

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

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

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

The Institute for School Excellence will serve as the Charter Management Organization (CMO) for the School, guiding the school in five key areas – charter development, finance, human resources, business services and curriculum services (see CMO contract for details). A decreasing percentage based fee structure will guide service fees with the CMO as 9% - 7% of student ADM will be assessed from years 1 through 5, and then will run at 5% thereafter.

Mentoring, growth and professional development of the School's leadership and instructional staff will be a core component of ISE CMO oversight. The School will be lead by a school director with an administrative team (at full capacity) comprised of a curriculum director, assistant director, operations manager, receptionist and school nurse. Instructional assistants at Grades K – 3, and online international instructional coaches at Grades 4 – 8, will support the teaching staff. Daily focused professional development with grade and subject level teams will ensure purposeful instructional practices and operational success. Intensive professional development will begin the year with two full weeks prior to the start of the School.

The CMO will guide professional development at the start of the first year to ensure alignment and fidelity of the model. The CMO is a resource to the School, working directly with key staff in developing knowledge, policies, practices and

## 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.*

Eunoia Charter School of Excellence will open as a K – 5 charter school that grows upward by one grade level per year until reaching capacity as a K – 8 school in year four. The gradual increase allows for building a staff that is phased in over four years, as well and grows to meet the School's needs.

The staff plan includes an administrative team that of six office staff during year one and includes a School Director, Curriculum Director who will work with instructional staff and leadership to ensure knowledge of and appropriate implementation of the curriculum and instructional methodologies.

The instructional staff during year one will include 15 classroom teachers, four (4) extended core teachers, one special education and one ELL teacher (exceptional learners staff is projected, yet driven by enrollment) and five (5) instructional assistants. Kindergarten will have a dedicated instructional assistant per classroom, with grades one and two classrooms sharing an instructional assistant per grade.

Grade level and support staff teams will guide effective planning and professional development throughout the building by schedule and like focus. Each team will have a team leader who will be part of the School Leadership team and participate in weekly team meetings to ensure communication and ownership of policy and practice across the entire staff.

**g.**

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.

A process similar to the Director search will be undertaken for recruiting high quality teachers reflective of the community we will serve and the model of the School. A network of national and state level charter school organizations, school teacher development programs recognized for their work with charter teachers, and organizations that support the instructional design and methodologies of the School's model. The criteria for identifying prospective teachers include –

- Teachers who have achieved and sustained effective rating for three or more years
- Teachers who have taught like demographics to the Eunoia community
- Evidence of success in student achievement
- Evidence of diverse experiences in teaching
- Evidence of effective communication skills
- Ability to reach diverse student populations and impact student learning
- Understanding of and use of data to guide instruction
- Commitment to hard work
- Comfort in working with a CMO and within a network of schools
- Evidence of establishing a positive learning environment
- Is Resourceful
- Commitment to personal growth and learning

A strong commitment to professional development and individual growth and development will play a key piece in the retention of quality teachers. A performance based remuneration system ensures those who excel in their profession and personal growth are recognized, applauded and awarded through performance and bonus pay. Annual goal setting and review of accomplishments allows celebration and focus, and ensure support within the performance assessment process.

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

Not Applicable

## 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.

Budget planning is a work in progress and entails understanding and living operations day to day. Budget to actual calculations are reworked monthly and included in the financial statements reviewed with the Board each month. Doing so ensures fiduciary oversight of the budget and budgeting process, allowing refining as needed.

Work on the next fiscal year budget begins in January of each year. Critical to the success and accuracy is the inclusion of all staff. Providing budget worksheets to project needs for instructional and operational materials, consumable materials and any new equipment provides insight to planning and forecasting expenses against projected revenue, to include enrollment targets and grant income.

First draft of the budget is completed by the CMO and School Director, and is shared in draft format with the Board finance committee in early February. Review and final draft is completed in March, with Board review in late March. The budget is approved in April to allow purchase orders and planning for the new year's purchases and timely receipt for the start of the school year.

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

**Accounting Policies**

It shall be the policy of Eunoia Charter School of Excellence ("ECSOE") to create and maintain accounting, billing, and cash control policies, procedures and records which are consistent with Generally Accepted Accounting Principles (GAAP) and which meet the requirements of state and federal statutes and regulations.

ECSOE accounting, audit, and financial management policies are designed to:

- (1) Protect and secure the assets of ECSOE.



- (2) Ensure the maintenance of accurate records of the ECSOE's financial activities.
- (3) Ensure compliance with governmental and private funder reporting requirements.

**A. Cash**

- (1) Bank accounts are established as required by donors and funding requirements.
- (2) All checks written on ECSOE accounts require two signatures but school treasurer must be primary signature.
- (3) Individuals generally authorized to sign checks include the executive director of contracted managing organization, President of the Board, and Treasurer of the Board. The board appointed treasurer of the school must sign all checks as primary as required by State Board of Accounts (SBOA). All persons approved to sign checks will be formally approved by the ECSOE's Board of Directors. Signature responsibility may vary with donor requirements on donor-designated accounts.
- (4) The executive director of CMO/School Business Manager/Other Person designated by Board The executive director of CMO/School Director/ Operations Manager/Other Person designated by Board authorizes all bank accounts and the Board approves all check signers. The approval of signers shall be reflected in the Board of Director's meeting minutes.
- (5) Banks are promptly notified of all changes of authorized check signers.
- (6) All checks are to be pre-numbered and accounted for by a check custodian (used, voided, and not used).
- (7) Voided checks are to be properly defaced and maintained.
- (8) Bank reconciliations to the general ledger are to be done monthly and provided to the executive director or board treasurer.
- (9) Finance committee must approve all purchases over ten thousand dollars (\$10,000.00). This can be done via email and that will be attached to the voucher for documentation purposes.
- (10) If contracted managing organization submits purchase orders

or checks or an affiliate they have to be approved by the finance committee and their checks must be signed by another person than themselves.

**B. *Petty Cash***

- (1) Petty cash will not be authorized as it is not approved by the State Board of Accounts.

**C. *Cash Receipts***

- (1) The school secretary or other person designated by the school treasurer is responsible for opening the daily mail, making a log of cash receipts, restrictively endorsing the payment. Account coding the receipt by receivable or revenue account is performed by the operations manager, or other person responsible for the cash receipt.
- (2) The operations manager prepares bank deposit slip, listing each item.
- (3) Receipts are deposited within 24 hours of receiving which is required by SBOA. The bank's stamped duplicate deposit slip is attached to the remittance documentation.
- (4) The deposit log and duplicate deposit slip is forwarded to the accountant for verification.
- (5) A copy of the deposit slip is provided to the person responsible for opening the mail to reconcile to their log of receipts.
- (6) Cash is deposited in the appropriate bank account based on funding restrictions.

**D. *Cash Disbursements***

- (1) Cash disbursements are made by computerized check only (with the exception of petty cash).
- (2) Purchase request should be made via purchase orders on all items outside normal business expenses being rent, utilities, and payroll. This will be done to ensure we are staying within

the budget categories approved by the board of directors. The purchase requisition will be submitted to outside accounting service and the outside accounting service will prepare and send back purchase order. When invoice comes in it will then be matched to the invoice to ensure its accuracy.

- (3) All invoices are approved and account coded by the responsible appropriate department leader and is reviewed by the executive director of contracted managing organization before payment. Invoices not related to a program are coded by the executive director of contracted managing organization and operations manager.
- (4) Vendor invoices are recalculated on site to ensure accuracy before being entered by accountant.
- (5) Account coding for each payment are reviewed for accuracy.
- (6) Expense reports are approved by the executive director of contracted managing organization and reviewed by the operations manager. The finance committee will review them at finance meetings.
- (7) Checks for payment are signed only when supported by approved invoices.
- (8) Check signers compare data on supporting documents to checks presented for their signature.
- (9) Bank transfers are scheduled and investigated to ascertain that both sides of the transaction are recorded. All bank transfers have to be approved by the board before they can be executed as required by SBOA.
- (10) Supporting documentation is noted as paid, check number, date paid, and general ledger account code. Supporting documentation is noted as approved for payment.

***E. Credit Cards***

- (1) Credit cards are maintained with the School Director and/or Operations Manager. Credit cards are to be stored in the school safe when not in use.
- (2) The board must approve the guidelines on which they are to be used, who can use them and purpose to be used and limit on

the cards.

- (3) When someone needs to use a card, they sign the card out and indicate when it will be used.
- (4) The person returns the card to the Operations Manager and the Operations Manager checks it in.
- (5) The credit card bills are received in by Operations Manager and each charge is matched to the approved purchase receipt.

***F. General Ledger Account Coding***

- (1) The executive director of contracted managing organization maintains a spreadsheet that documents the rationale used to allocate shared expenses among functions, grants, and/or contracts and reviewed periodically.
- (2) Funding from multiple sources may be kept in an account with other funding; however, it must be tracked independently.

***G. Monthly Reconciliations***

- (1) Monthly reconciliations of all significant balance sheet accounts are completed by the accounting department and filed with the monthly closing work papers. Balances that do not fluctuate may be reconciled less often.

***H. Revenue***

- (1) Revenue is recognized using the accrual basis of accounting for book purpose and authorizer purpose and cash basis of accounting is maintained for SBOA.
- (2) Cost reimbursement grants or contracts earn revenue when the expenses are incurred (not committed).

***I. Expenses***

- (1) Expenses are charged directly to projects when specific identification is available.
- (2) Expenses are charged to projects based upon a shared cost rationale when the direct charge can not be established.
- (3) Expenses are prohibited to be used for any purpose that is

ineligible under a funding award.

- (4) For each funding award, ECSOE will maintain records that allow for a comparison of outlays with approved budget amounts.
- (5) Before ECSOE seeks reimbursement from a funder, it will ensure that the costs for which it is seeking reimbursement are allocable to that funder. A cost will be considered allocable to an external funding source (unless otherwise prohibited) if it is treated consistently with other costs incurred for the same purpose in like circumstances and if:
  - a. The cost is incurred specifically for the award.
  - b. The cost benefits both the award and other work and can be distributed in reasonable proportion to the benefits received, or
  - c. Is necessary to the overall operation of the organization, although a direct relationship to any particular cost objective cannot be shown.
- (6) Any cost allocable to a particular award or other cost objective may not be shifted to other awards to overcome funding deficiencies, or to avoid restrictions imposed by law or by the terms of any award of funds.

***J. Collection of Delinquent Accounts***

- (1) The executive director of contracted managing organization has discretionary authority to submit delinquent debts (over 90 days) to an outside collection agency.
- (2) The board will need to approve the amount to be written off from delinquent accounts after it has been proven that attempts to collect the outstanding debt were made. As it is required by SBOA.

***K. Write-off of Delinquent Debts/Charges***

- (1) The request for approval of a write-off must include a short narrative of actions taken to collect and the rationale for the debt being considered uncollectible.
- (2) The executive director of contracted managing organization of ECSoE has the discretion to approve debt write-offs up to \$100 per instance. Any debt write-off above \$100 must be approved by the Board prior to write-off.
- (3) Uncollectible fees are reported as a budget variance to Board.

If collection is made of a debt previously written-off as uncollectible, it will be recognized as revenue in the current period.

**L. Payroll Procedures**

- (1) Operations Manager collects time sheets from staff, approve and sign and pass on to board approved accounting firm.
- (2) Accounting firm verifies proper timesheets and enters into draft report.
- (3) Once entry process is completed a draft report is generated to ensure all time is entered and allocated correctly. The payroll is signed off by an authorized school official before it is submitted to contracted payroll service.
- (4) Submission of payroll to contracted payroll service for processing.

**II. Financial Reporting Procedures**

- A. The contracted accounting service will be responsible for compiling monthly and year-to-date reports on all cost centers by revenue source, expense code, and asset and liability account balances.
- B. Financial reports are reconciled to the general ledger and accounting records prior to submission to the funding source.
- C. If expenditure is different from an external funding source's approved budget, prior approval must be obtained from the funding source prior to the submission of the financial report. If the budget varies more than ten percent then the board must also approve the variance as well.

- D. Monthly financial reports which analyze ECSoE's financial position and the effectiveness of its management and programs will be reviewed by the finance committee and presented to the Executive Committee of the Board of Directors and also reported within the board packets.
- E. Periodic reports will be provided to all funding sources and authorizer as requested or required by contract.
- F. ECSoE's contracted managing organization will maintain records that identify adequately the source and application of funds for all activities. These records shall contain information pertaining to awards, authorizations, obligations, assets, outlays, income and interest. Records to be maintained include copies of contracts, invoices, proof of payments and allocation tracking when costs are distributed among several funding sources.

### **III. Investment/Banking Policies**

The ECSoE Board of Directors will approve the placement of assets not needed for immediate operations assuring compliance with all contractual requirements and using the principles identified below. Risk guidelines must be in accordance to the SBOA requirements in relation to risk and approved by the board of directors.

#### **A. Principles**

- (1) Minimize Risk: The Board will define a minimum risk strategy that will be reviewed annually to ensure appropriate discharge of responsibilities to donors, lenders, and contractual relationships.
- (2) Maximize Investment Return: Within the parameters defined as "minimum risk", funds will be invested at the highest area interest/return available at the time of decision.
- (3) Support Local Banks and Institutions if Economically feasible: "Local" is defined as having a physical presence for customer service within ECSoE's service area.
- (4) All bank accounts that are opened must be on the approved list as set by the SBOA.

**B. Procedures**

- (1) The executive director of contracted managing organization or his/her designee will regularly review with the Finance Committee and Executive Committee the projected cash needs of the corporation and the assets available for investment.
- (2) The Executive Committee will provide the executive director of contracted managing organization or his/her designee with guidance regarding investment and institutions.
- (3) The executive director of contracted managing organization or his/her designee will contact local institutions as needed to determine the best rate of return for investments within the guidelines set forth by SBOA.

**C. Banking Policy**

- (1) ECSOE will keep all funds available not already invested in a federally insured bank.
- (2) Support Local Banks if Economically Feasible: All assets kept in bank accounts will be in banks defined as local. "Local" is defined as having a physical presence for customer service within ECSOE's service area.

**IV. Budget Principles/Procedure**

Structure of the budgetary process shall evolve from the mission and by-laws of ECSOE with consideration given to the requirements of any of the organization's funding partners.

**A. Budget Principles**

- (1) The budgetary process shall comply with the organization's funding partners and in accordance with applicable state and federal laws.
- (2) The budgetary process shall comply with the guidelines and principles set forth by the Board of Directors.
- (3) Annually, each project area shall identify and develop a plan for its operation. The budgets needed to execute the plan shall be developed by appropriate personnel, with concurrence from the executive director of contracted managing organization.



- (4) The board of directors will approve the budget on annual basis. If the overall budget variance goes over by five percent then the board needs to be made aware. If an individual category goes over by ten percent or \$5000.00 then the board needs to be notified as to the reasons. At that time the board will determine the next step they want to be executed.

**B. Procedures**

- (1) The School Director and/or Operations Manager will prepare and submit, with prior approval from the executive director of contracted managing organization, an operating budget to the Board of Directors prior to the beginning of the new fiscal year.
- (2) If budget submission is due to funding sources prior to Board approval of the budget, the School Director and/or Operations Manager will review a preliminary budget and submit.
- (3) Differences in budget line items between the organization's operating budget and funders' approved budgets will be resolved in negotiations between the School Director and/or Operations Manager and the funding agency.

**C. *Adjustments in Budget/Spending Plans***

- (1) Any significant adjustments or changes in spending policies/budget plans from the original approved budget will be reviewed and approved by the Board of Directors.
- (2) These changes will be communicated in writing to funding sources as required by contractual agreements.
- (3) If proposed changes are unsatisfactory to the funder, the executive director of contracted managing organization will communicate this response to the Board of Directors, who may authorize:
  - a. Changing the budget/plan to one which is satisfactory to the funder, or
  - b. Entering into negotiations to develop a compromise satisfactory to the funder and the Board of Directors.
- (4) After approval of the changes by all parties, the changes will be communicated to all affected management staff.

**V. Audit Procedure**

- A. ECSOE will contract for an independent review to be performed by a Certified Public Accountant (CPA) every other year. The SBOA will perform an audit on the other years.
- B. The auditor(s) will test accounting mechanisms in accordance with generally accepted auditing standards for not-for-profit organizations and as contractually required by funding sources.
- C. A formal written report of the audit will be presented to ECSOE's Board of Directors and each principal funding source as required by contract.

**A.PROCUREMENT POLICIES**

**I. Conflict of Interest Policy**

- (1) No ECSOE officer, employee, and/or agent will participate in the selection, award, and/or administration of any contract for equipment, materials, and supplies or consulting or professional services if a real or apparent conflict of interest would be involved unless approved by Board and documented in Board minutes. Such a conflict will arise when:
  - a. the employee, officer, or agent;
  - b. any member of his/her immediate family;
  - c. his/her partner; or
  - d. an organization which employs or is about to employ any of the above

has a financial or other interest in the firm or individual selected for award. This person will need to fill out the required SBOA form showing a conflict of interest and have on file.
- (2) ECSOE's officers, employees, and/or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.
- (3) ECSOE will conduct a cost or price analysis and document such analysis in the procurement files in conjunction with every

procurement action.

## **II. General Contract Award Management Policy**

- (1) An expenditure that exceeds budgeted amount requires to be competitively bid.
- (2) If a contract is competitively bid, ECSOE will enter into a contract with the winning bidder that specifies the services to be completed and payment terms.
- (3) Contracts are to be signed by Board designated signer.
- (4) At a minimum, to adequately evaluate contractor, consultant, and supplier performance, ECSOE will evaluate each respective provider of goods and services performance at the completion of each contract. This evaluation will be utilized when making award decisions for future contracts. Evaluations may be conducted on a more frequent basis if deemed necessary.
- (5) Procurement records and files will include the basis for contractor selection, justification for the lack of competition when competitive bids or offers are not obtained, and basis for award cost of price.

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

Adequate record keeping, reports, receipts and copies of all accounts payable and receivable is critical to a positive financial audit. The School will follow the State's recommended accounting procedures to ensure accuracy and detail of records. Working with a bookkeeping company to maintain bi-weekly checks and balances and processing of the School's checks will feed in to the monthly accounts payable vouchers, reporting on state and federal funds and grants, to ensure transparency of all records.

Each year, the School's tax accountants will work with the School Director, CMO and Operations Manager to ensure receipts, documentation, financial reports, 1099's and all payroll reports are in order to complete the organization's 990. The Board finance committee will work in tandem to review all materials prior to full board approval and submission. The School's 990 and all documentation will be used for the required bi-annual audit by the State Board of Accounts. Annual operations and financial audits will be a natural fit within the fiduciary management ensured with the checks and balances outlined above and in the School's financial policies.

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

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

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

The School's preoperational budget is a natural flow in to the first year operational budget and the five-year forecast. Budget priorities within the preoperational budget were defined and set to ensure a smooth transition to opening with all materials, supplies, equipment and training in place. All expenses projected for the preopening budget are directly aligned to the School's mission and design. Ensuring the School has the technology, textbooks and equipment necessary for successful implementation of the model are critical. The Federal Charter School Planning Grant and the Walton Foundation grants are foundational to the preoperational budget.

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

The revenue assumptions that underlie the ECSOE cashflow budget, preoperational budget and five year planning budget are proven sound and have been incorporated in to charter school budget planning and 'lived' since charter school inception in Indiana. The School's founder has been instrumental in the opening and turnaround of five prior charter schools in Indiana. The budgets worked in each charter and were built in conjunction with accountants and financial experts. Eunoia's budget follows these same accounting and charter school assumptions.

The grant projects, federal and foundational, are taken from actual previously used and approved numbers and grants. All numbers are based upon actual known trends and carefully mapped to the School's design. All budgeting follow sound and approved accounting procedures and are well thought.

Eunoia will pay down its debt to the charter school development corporation within seven year, and refinance the loan within this period. This projection assumes the initial period for building the School's credit.

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

The budget was built upon actual budgets that have proven successful in other charter schools. First-hand knowledge of the School's operations by the founder, selected bookkeeper and accountant, ensures success. Bi-weekly planning and monthly budget actual to projection provides a fiduciary strategy for focused attention to the bottom line. The Board's finance committee will meet monthly with the School's Director, Operation Manager and CMO to ensure careful review and reforecast as needed.

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.

Annual budgeting begins each January with a review of current operations and always includes actual needs for the next year as well as long term strategic planning. Sound business practice involves gathering data, analyzing again need and, proper and adequate planning. The process of including all stakeholders – at the school and board level – ensures a well thought process and planning to meet the growing and changing needs of the School.

Each committee within the school will provide data in planning forward. The Board development and finance committee will use data from the school and budget in forecasting areas for watch and growth. The CMO, with expertise in turnaround and charter school growth, will inform and monitor as needed. No decisions regarding the budgeting process and purchase will be made without alignment to the school design.

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

Long-term planning requires data and a clear path forward. All processes are in place with Eunoia financial and accounting practices to ensure success. As the school works forward, it builds a foundation of actual data against projections allowing trend analysis for projecting forward. The budget process each year will allow reforecast of the five-year budget. The School's annual audit of operational and financial operations provides another data point within the process.

As the School builds its annual budget debt will be reviewed and reforecast for ensuring fiduciary oversight. As the market trends, decisions regarding the debt may be wise. The School will tap its network of board members, community bankers and accountants in forecasting debt reduction.

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

The budget was built upon actual budgets that have proven successful in other charter schools. First-hand knowledge of the School's operations by the founder, selected bookkeeper and accountant, ensures success. Bi-weekly planning and monthly budget actual to projection provides a fiduciary strategy for focused attention to the bottom line. The Board's finance committee will meet monthly with the School's Director, Operation Manager and CMO to ensure careful review and reforecast as needed.

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

## 27. Fund-raising Contributions

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

The School anticipates ongoing monitoring of foundation databases and listserves in review of grant RFPs that are a fit with the model. A grant committee will be in place at the School level and a development committee at the Board level. Each will work with the Director and CMO in forecast of need. No major fundraising campaigns are planned at this point.

## 28. Insurance

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

The Board of the Eunoia Charter School of Excellence, as well as resources available through insurance brokers, will identify liability and societal risks associated with the School.

Liability risks are defined as those risks most commonly associated with bodily injury or property damage whereas societal risks include events, which have an impact on the student body, their parents and the community. A breach of security would constitute a potential societal risk. It is believed that liability and societal risks must be interwoven to create a total risk management program.

The School will use accepted risk management techniques to ensure that each risk is identified and addressed. The techniques to be used during the initial and subsequent risk evaluations will include OSHA audits, scheduled facility inspections, claim analysis, evaluation of the school's daily operation, and contract evaluation and monitoring.

The board, with advice from our insurance company as well as following the guidelines set forth by the Mayor's office will utilize the acceptable methods of reducing the impact of loss: risk reduction, risk transfer and risk assumption. Some examples of these methods that are used in a school setting include:

Risk transfer

! Purchasing insurance or obtaining a hold harmless agreement with insurance from a



contractor.

#### Risk reduction

- Developing a safety awareness and education awareness program whereby it is the duty of all school personnel to report to the School director or supervisor, any condition which may constitute a safety hazard so that the hazard may be reduced and potential losses avoided.

- Maintaining records of each loss for risk control analysis and by fire inspectors for the purpose of auditing the school's safety record.

A safety committee will conduct periodic safety training programs, including a review of safety policies and procedures, for all school personnel. Training will be held throughout the school year.

In order to ensure the safety and security of students and staff the School recognizes that the ability to learn is severely hampered if student safety and security is hampered. ECSOE will provide a safe and secure learning environment for all students and staff by creating a climate that encourages exemplary behavior.

Through our curriculum, the teachers will work with students to emphasis strong character as well as how to deal with their problems in manners acceptable to society.

ECSOE will provide a safe and secure environment by controlling access to the campus. All visitors to campus will be able to enter the school only through a front entrance and will need to 'check in' out of the school. They will be required to wear an identification nametag. Anyone not wearing a nametag will be escorted to the office and asked to sign in officially. These procedures will apply whenever the school is open and during school events.

All disruptive visitors will be immediately escorted off the campus. The local authorities, if needed, will provide further assistance.

The School will establish emergency procedures, with contingency plans, to be followed in the event the safety and security of a student, classroom, or the school is compromised. Teachers and instructional assistants will receive training on these procedures, which will be placed in a binder and prominently located in each classroom.

All teachers will have access to a two-way, monitored intercom that connects them to the main office. The School's Board will also review other forms of technology such as

alert buttons, indoor and/or outdoor surveillance cameras, and cellular telephones/walkie- talkies.

Contingency plans will be developed to address emergency procedures in the event electricity is lost.

Safety controls will be written into the school's transportation program. Procedures will be developed to ensure that children are only released to adults who are legally able to take a child from the school grounds. If students are bused, controls will be put in place to ensure that students board the correct bus.

Multiple levels of safety protocols will be put in place to ensure that students who receive medications, including over-the-counter, do so in a controlled environment. These procedures will remain in effect for "before and after" school programs as well as during the school day.

Some of the safety procedures include:

- A required medication instruction sheet for each medication and authorization form prepared and signed by the parent or legal guardian
- Written dispensing instructions from the attending physician(s)
- Medications in their original pharmaceutical container(s)
- Student photograph attached to the medication instruction sheet to provide graphic identification that the proper student is being provided medication
- Witnessed dispensing
- Signoff log, which will be completed by the staff member dispensing the medication and witnessed.

All records pertaining to medication and dispensing will be maintained in a separate file cabinet.

The physical education teacher will be certified in first aid and shall administer first aid to all injured students. Parents and guardians will be immediately notified following a serious injury but, in the event a parent or guardian cannot be reached, the Eunoia Charter School of Excellence School director or someone from the office staff will contact a physician with whom the school has previously made arrangements to call in event of an emergency. If a student becomes violent and may cause danger to him or herself or others, school has a multi- level plan of communication that will allow a teacher to administrator to seek assistance.

Teachers will have access to a two-way, monitored intercom that connects them to the main office. The administrator and specific office staff will carry walkie-talkies on campus and will have cell phones for off-campus communications. In addition, the Board will be reviewing the addition of other technology, as more fully listed above that will enhance communication ability.

Specific disruptions and actions taken are listed in the Code of Conduct. Students and staff will be instructed as to what the behavioral expectations will be at the Eunoia Charter School of Excellence.

Teachers will be trained to identify the precursors of violent or disruptive behavior so that individuals exhibiting this behavior can be monitored or isolated from the student body. The School will also enlist assistance from the local police department as needed to calm violent individuals while protecting other students. Students exhibiting violent behavior will be segregated from all other students and actively monitored by staff members while a plan of action is being formulated to address that particular child's needs.

#### Liability Insurance:

The School will provide BSU OCS copies of certificates of insurance evidencing the types of insurance coverage in the required limits. We will provide written justification if we are unable to obtain such amounts of insurance, or believe it is unnecessary to obtain said recommended amounts.

An estimated cost of insurance from Indiana Insurance Company  
Total Annual Policy  
Projected at \$24,000 (based on same policy at existing charter)

#### Provisions and Limits by Area of Coverage per occurrence:

Commercial General Liability \$1,000,000

Damage to Premises \$500,000

Medical Expense \$15,000/person

Personal Injury \$1,000,000

General Aggregate \$2,000,000

Products \$2,000,000

Employee Benefit \$1,000,000

Vehicle \$1,000,000

Umbrella Liability \$4,000,000

Aggregate \$4,000,000

Workers Compensation \$500,000

Educator's Legal Liability \$1,000,000

All full time employees will receive employee health and life insurance benefits dependent health coverage and dental insurance will be made available on a voluntary basis. See Attachment G for details of the plan and benefits. All teachers will be eligible to participate in the Indiana Teachers Retirement Plan.

The School will be equipped with approved fire equipment including fire pulls, alarm system, sprinkler system and fire extinguishers in specific designated areas. All building and fire code requirements will be followed during the construction or renovation of the building(s) and code compliance will be achieved prior to active occupancy by the School.

Subsequent to renovation/construction, all fire equipment will be regularly checked and fire extinguishers recharged, when necessary.

An exit plan for fire will be prominently posted in each room of the building with graphics and text copy that is age-appropriate. Teachers will review the exit plan with all students at least two times a year. All children will be able to exit classrooms in event of an emergency.

Unannounced fire and storm drills will be held in accordance with the law. Blocked access and other emergency drills will be regularly practiced to ensure safety of all students and staff.

## 29. Facilities Plan

*Describe the facilities needs and cost:*

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

The Eunoia Charter School of Excellence will be built in the Speedway Submarket neighborhood. Eunoia Charter School of Excellence is currently negotiating the purchase price for the property. As such, the exact address is to be determined. The school will be located in urban area generally labeled as Housing and Urban Development ("HUD"), Section 8 and/or Redevelopment Zones. The school will be constructed from recycled materials, incorporate an intuitive floor plan and

educational elements built into the structure. Research and data collection are being mapped to identify available reuse space in the Indianapolis communities.

#### Financing

Eunoia Charter School of Excellence will purchase the 14.42 acre property for \$400k or less. Institute for School Excellence will hold the lease on the property.

#### Footprint & Structure

The property is a SU2 Zoned, \$400k, 14.42 acre lot with no structures on it. Eunoia Charter School of Excellence will commence new construction on the lot ensuring Indiana new construction and school building code compliance. The building will be approximately between 50,000 and 60,000 sq. ft.

A letter of intent has been submitted to the property owner for purchase of the property contingent upon authorization of the charter. Plans for purchase will include the Charter School Development Corporation through a local Indianapolis bank with details finalized in December 2011.

The school will open with Grades K – 5, providing enough space for three sections of each grade, K – 2, and two sections of grades 3 – 5. As well, the building will offer space for special education, music, P.E., world language and art, as well as the Discovery Zones, ELL, gym and cafeteria.

Ample office space will be provided to include an office for the school director and curriculum director, health and student support services. A conference room will also be located in the administrative office area. Site drawings will be obtained by CSDC through Bouma Construction.

Construction cost is projected and financing underway for a \$5.2 million facility project. Eunoia is working with John Kinman, National Bank of Indianapolis, and Al Dubin, Charter School Development Corporation, to ensure all logistics are in place for a mid-June closing on the property and construction.

The complete facilities plan is available in the attachments.

- 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.

Footprint & Structure

The property is a SU2 Zoned, \$400k, 14.42 acre lot with no structures on it. Eunoia Charter School of Excellence will commence new construction on the lot ensuring Indiana new construction and school building code compliance. The building will be approximately between 50,000 and 60,000 sq. ft. The lot allows adequate space to meet the needs of the existing design at capacity. Drawings of the property are available in the Facilities Plan.

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

The School's founder has met with CSDC and discussed plans for acquisition of the property and construction of the facility that will meet the needs of the projected enrollment. CSDC staff has worked with the founder on previous projects and has scoped the property specs and project costs. The letter of intent for purchase of the property has come through CSDC.

- 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.

NA

- 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.

NA

### **30. Accountability Plan Aligned**

*Develop a reasonable, thorough, and conceptually sound design for measuring and reporting the performance and progress of the charter school that is aligned with the State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110 that:*

- a.** Includes all students and all subgroups.
- b.** Expects all students and subgroups to reach proficiency in accordance with State System of Accountability (Absolute, Comparative, Growth).
- c.** Uses the Federal targets for achievement and aligns method of AYP determination with the State System of Accountability.
- d.** High school must include graduation rate as indicator.
- e.** Elementary and middle schools must include an additional indicator that is valid and reliable.
- f.** Rate of participation and attendance will be at least 95% (school and all subgroups).
- g.** Additional Targets:
  - Student recurrent enrollment
  - Post-secondary and career readiness and success (for high schools)

### **31. Accountability to Sponsor**

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

Communication, checks and balances and documentation of roles and responsibilities guide all organizations to success. Eunoia is no different. A master reporting schedule, timeline, lead role, and documentation of process and final product(s) is in draft form and will be finalized based on actual reports due to all entities – CMO, Board, DoE and Authorizer. It will be tracked with timely notice of progress and completion.

The CMO will work directly with the School's Director, Operations Manager and Board finance committee, meeting bi-weekly to review all accounts payable and receivable. Monthly reports Budget planning is a work in progress and entails understanding and living operations day to day. Budget to actual calculations are reworked monthly and included in the financial statements reviewed with the Board each month. Doing so ensures fiduciary oversight of the budget and budgeting process, allowing refining as needed.

Adequate record keeping, reports, receipts and copies of all accounts payable and receivable is critical to a positive financial audit. The School will follow the State's recommended accounting procedures to ensure accuracy and detail of records. Working with a bookkeeping company to maintain bi-weekly checks and balances and processing of the School's checks will feed in to the monthly accounts payable vouchers, reporting on state and federal funds and grants, to ensure transparency of all records.

Each year, the School's tax accountants will work with the School Director, CMO and Operations Manager to ensure receipts, documentation, financial reports, 1099's and all payroll reports are in order to complete the organization's 990. The Board finance committee will work in tandem to review all materials prior to full board approval and submission. The School's 990 and all documentation will be used for the required bi-annual audit by the State Board of Accounts. Annual operations and financial audits will be a natural fit within the fiduciary management ensured with the checks and balances outlined above and in the School's financial policies.



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

The Board of Eunoia Charter School of Excellence will begin regular monthly board meetings beginning in December 2011, upon authorization of the charter. Committees will meet between board meetings with reporting of progress and goals met. As special meetings are needed, posting will occur and the meetings held. Minutes will be kept by the secretary. All stakeholders, including bookkeeper, CSDC, Board, Directors and PTSO will receive regular notice of the meetings, and board materials to all appropriate stakeholders 7 calendar days prior to the meeting will be disseminated to allow involved discussion and decision making.

### **32. Accountability to Constituents**

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

At the School level –

Team Meetings with Lead – Daily

Leadership Team – Weekly

Committee Meetings – Monthly

Staff Meetings – Monthly

PTSO – Monthly

Title I – Bi-Monthly

Board – Monthly

Annual surveys will be taken of all stakeholders, committee meetings will gather data and disseminate information for sharing information. Discussion of current issues, events, programs and plans allow for sharing of information, ownership and informed decision making, as well as guiding support and engagement.

- 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.

A master document is in draft form to track all data related to compliance, programs implemented, instructional materials used by grade level and program, policy development dates and licensure information. A process for maintaining ongoing review and fit within the model will be set with 3 year windows set for policy review and revision. Where the 3-year rotation does not align with need and/or compliance, the rotation will be revised to map directly with requirements. For example, teacher licensure is specific in expiration and renewal, as is textbook renewal.

The foundational impetus is to ensure a policy is in place to mandate review, discussion, fit and revision on a rotation cycle.

- 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 share data with all stakeholders. Quarterly progress reports to parents, posting of data in newsletter, board reports, annual report to the public and stakeholders will promote transparency and ownership of the process. An annual performance report mapped to the goals set in the accountability plan will be made available to the school and its stakeholders.

## **School Policies and Procedures**

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

### **33. Policy Regarding Organizer Governance**

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

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

### **34. Proposed Governing Bylaws**

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

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

### **35. School Admissions Policy and Criteria**

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

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

### **36. Discipline Policy**

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

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

### **37. Health and Safety Measures**

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

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

### **38. School’s Leadership and Teacher Employment Policies**

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

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

### **39. Policy Regarding Criminal Histories**

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

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

#### **40. Policy Regarding Conflict of Interest**

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

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

#### **41. Complaint Policy**

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

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

#### **42. Special Education**

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

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

#### **43. Parental Access to Education Records**

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

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

#### **44. Dissolution Procedures**

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

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

#### **45. Patriotic Commemorative Observances**

*Submit your policy regarding the observance of holidays.*

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

#### **46. Personal Financial Responsibility Instruction**

*Submit your policy regarding personal financial responsibility instruction.*

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

#### **47. School Safety Plan**

*Submit your school safety plan.*

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

**48. Dress Code Policy (if applicable)**

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

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

**49. Student and Parent Handbook**

*Submit a copy of your student and parent handbook.*

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

**50. Transportation Plan and Policy**

*Describe the transportation policy for students, including arrangements made for students whose IEP's specify transportation as a related service.*

Attach your Transportation Plan and Policy as a PDF (Portable Document Form) named, **Attachment 50– Transportation Plan and Policy**

**51. Food Services Plan and Policy**

*Describe the plans for food services to be provided by the charter school. Include the Board's food services policy.*

Attach your Food Services Plan and Policy as a PDF (Portable Document Form) named, **Attachment 51– Food Services Plan and Policy**

**52. School Promotion Policy**

*Explain the policy and criteria your school will use for promoting students from grade to grade.*

Attach your School Promotion Policy as a PDF (Portable Document Form) named, **Attachment 52 – School Promotion Policy**

**53. Detailed School Start-up Plan:**

*Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource needs.*

Attach your Detailed School Start-up Plan as a PDF (Portable Document Form) named, **Attachment 53 – Detailed School Start-up Plan**



## Expanded Criminal Background Checks

Michelle Thompson

### National Criminal Records Report

Report dated: 9/23/11

Search results for:

First name = Michelle

Last name = Thompson

Date of birth = 07/05/1958

SSN = \*\*\*\*\*0622

Jurisdiction = ALL

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

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

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

### Sex Offender Search Results:

0 hits from a national search including all states, territories and Indian Country for First Name like Michelle, Last Name like Thompson. To view a list of the jurisdictions included in this search, [click here](http://www.nsopw.gov/Core/OffenderSearchResults.aspx).

<http://www.nsopw.gov/Core/OffenderSearchResults.aspx>

Patricia Riley

### National Criminal Records Report

Report dated: 9/23/11

Search results for:

First name = Patricia

Last name = Riley

Date of birth = 07/07/1961

SSN = \*\*\*\*\*0776

Jurisdiction = ALL

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

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

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

### Sex Offender Search Results:

0 hits from a national search including all states, territories and Indian Country for First Name like Patricia, Last Name like Riley. To view a list of the jurisdictions included in this search, [click here](http://www.nsopw.gov/Core/OffenderSearchResults.aspx).

<http://www.nsopw.gov/Core/OffenderSearchResults.aspx>

Claudette Kemp  
National Criminal Records Report

Report dated: 9/23/11  
Search results for:  
First name = Claudette  
Last name = Kemp  
Date of birth = 01/25/1956  
SSN = \*\*\*\*\*2997  
Jurisdiction = ALL

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.  
SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

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

**Sex Offender Search Results:**

0 hits from a national search including all states, territories and Indian Country for First Name Claudette Niles, Last Name like Kemp. To view a list of the jurisdictions included in this search, [click here](#).

<http://www.nsopw.gov/Core/OffenderSearchResults.aspx>

Jarrold Dortch  
National Criminal Records Report

Report dated: 9/23/11  
Search results for:  
First name = Jarrold  
Last name = Dortch  
Date of birth = 12/05/1980  
SSN = \*\*\*\*\*9738  
Jurisdiction = ALL

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.  
SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

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

**Sex Offender Search Results:**

0 hits from a national search including all states, territories and Indian Country for First Name like Jarrold, Last Name like Dortch. To view a list of the jurisdictions included in this search, [click here](#).

<http://www.nsopw.gov/Core/OffenderSearchResults.aspx>

Niles Ingalls  
National Criminal Records Report

Report dated: 9/23/11  
Search results for:  
First name = Niles  
Last name = Ingalls  
Date of birth = 06/18/1973  
SSN = \*\*\*\*\*9200  
Jurisdiction = ALL

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

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

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

**Sex Offender Search Results:**

0 hits from a national search including all states, territories and Indian Country for First Name like *Niles*, Last Name like *Ingalls*. To view a list of the jurisdictions included in this search, [click here](http://www.nsopw.gov/Core/OffenderSearchResults.aspx).  
<http://www.nsopw.gov/Core/OffenderSearchResults.aspx>

Table 2 – Attitudes Toward Charter

| Question                                                                            | Yes (Support) | Conditional Support | No (Does not Support) | Comment                                                                                                         |
|-------------------------------------------------------------------------------------|---------------|---------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Would you support and is there a need for a school that promotes:</b>            |               |                     |                       |                                                                                                                 |
| Green with Wind Turbines to power the School's technology                           | 94%           | 6%                  | 0%                    | Concern with impact to birds, and noise level                                                                   |
| A Global perspective and curriculum                                                 | 90%           | 10%                 | 0%                    | Request for information on which languages and multiple languages                                               |
| A healthy and alternative meal program                                              | 100%          | 0%                  | 0%                    | Important to provide healthy vegetarian options and expand children's appreciation for more nutritional choices |
| An Integrated, thematic, hands-on curriculum with technology focus                  | 100%          | 0%                  | 0%                    | Helps develop creativity and expands exploration. Stimulates thinking.                                          |
| A focus on philanthropy and 'learning to give' forward                              | 100%          | 0%                  | 0%                    | Important to teach children to think of others, and to develop a foundation of morality                         |
| Teaching children to respect their environment, themselves and others               | 100%          | 0%                  | 0%                    | Will teach them to be more aware of the world around them                                                       |
| A focus on community with extended services and programs for families and residents | 100%          | 0%                  | 0%                    | Schools need to be a resource for the whole family. This helps to do that within community                      |
| Focus on safety through high tech resources and systems                             | 100%          | 0%                  | 0%                    | Unfortunate but needed. Allows children to focus on learning                                                    |

## CMO Management Services Agreement

By and Between

Institute for School Excellence, Inc.

And

\_\_\_\_\_

This Management Services Agreement (the "Agreement") is made and entered in to as of this **Wednesday, December 21, 2011** ("Effective Date") by and between the Institute for School Excellence, Inc. ("ISE"), a State nonprofit corporation, and \_\_\_\_\_ ("Charter Holder").

### RECITALS

**WHEREAS**, Charter Holder has proposed establishing a new charter school pursuant to the applicable Charter School Law ("School");  
Alternative:

**WHEREAS**, Charter Holder was granted a charter by \_\_\_\_\_ to organize and operate a charter school in the State ("School");

**WHEREAS**, ISE has been recognized as a tax exempt organization described in Section 501(c)(3) of the Internal Revenue Code;

**WHEREAS**, ISE was established, among other things, to manage charter schools and to provide invaluable assistance and expertise, including regulatory, financial, facilities and other advice, in connection with the organization and operations of the charter schools;

**WHEREAS**, ISE works in partnership with selected charter schools throughout the nation to provide educational programs that offer excellence and innovation based upon ISE's comprehensive educational programs and management principles;

**WHEREAS**, ISE and Charter Holder desire to create a relationship and a written agreement through which they will work together to bring educational excellence to the School; and

**WHEREAS**, it is the Parties' intention to create a relationship based on trust, common educational objectives and clear accountability, but otherwise acknowledging that ISE will at all times be subject to the authority of and accountable to the Charter Holder in the performance of its obligations under this Agreement.

### AGREEMENT

Now, therefore, in consideration of the recitals and mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

“Academic and Business Services” means the oversight and development of the School's Educational Programs, supervision of the School's Director, and administration of the School's business affairs, including the following services: (i) charter development; (ii) finance; (iii) operations; (iv) business services; (v) technology; and (vi) curriculum and instruction services, all as further described in Attachment “A” to the Agreement.

“Annual Audit” means an annual audit of the School conducted by an independent certified public accountant in compliance with applicable State and federal laws and regulations.

“Annual Budget” means the annual budget for the School;

“Applicable Revenues” means all revenues and receipts realized by Charter Holder and/or the School from federal, State, county or local government allocations and grants, all as allowable under applicable law. Applicable Revenues will include allowable private grants, but Applicable Revenues does not include any funds received as donations or gifts or revenues from other sources nor does it include food services revenue, unless the Parties agree in writing that any such other revenues will be included in Applicable Revenues. (ISE shall directly participate in the determination of the amount of Applicable Revenues.)

“Authorizer” means an institution or other separate organization permitted by the Charter School Law to serve as a sponsor of a charter school in the State.

“Charter Contract” means the contract between Charter Holder and the Authorizer, which authorizes Charter Holder to organize and operate the School, the terms of which are hereby incorporated into this Agreement.

“Charter School Board” means the governing body of the Charter Holder.

“Charter School Law” means the laws permitting the creation of charter schools in the State.

“Confidential Information” means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party treats or maintains as confidential, proprietary, restricted or otherwise as not to be disclosed generally; (iii) all information received in confidence from third parties by a Party; and (iv) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; business processes, techniques, or know-how; trade secrets; financial information; trade information; supplier data; contractor agreements; computer programs; documents and records pertaining to the other Party's business; materials; business information; proprietary sales and marketing methods and marketing materials (including costs, pricing, and customer lists and requirements); and proprietary and trade secret information of the other Party and/or its affiliates, if any, in oral, graphic, written, electronic or machine readable form. (Proprietary Information as defined in Section 8.1 is additional Confidential Information of ISE.) Confidential Information shall not include information: (i)

rightfully in the possession of the receiving Party without restriction from a source other than the owner of such Confidential Information; (ii) in the public domain; (iii) supplied to the receiving Party without restriction by a third party who is under no obligation to the owner of such Confidential Information to maintain such information in confidence; or (iv) as required by a court of competent jurisdiction or regulatory authority, provided that the receiving Party gives the owner of such Confidential Information sufficient notice to timely object to such disclosure.

“Director” means the head of the School, or person in charge of the day-to-day operations of the School.

“Educational Program” means the School curriculum, based on ISE curriculum, which will form the basis of the Charter Contract.

“Facility” means a building or other structure, of sufficient size to house (i) the Minimum Opening Enrollment during the initial year and (ii) the Minimum Enrollment Level for (2) years following the initial year, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a charter school within the State.

“Facility Contract” means the lease or other contract for the use or ownership of a Facility.

“Material Adverse Change” means (i) a reduction of more than ten percent (10%) in the available combined federal and state funding for the School on a per pupil basis in comparison to the funding that is available for the fiscal year in which the effective date falls; (ii) the enactment, repeal, promulgation or withdrawal of any federal, state; or local law, regulation, or court or administrative decision or order finding that this Agreement or the operation of the School in conformity with this Agreement or the Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement; (iii) if the Authorizer revokes its Charter Contract with Charter Holder or (iv) if the State revokes the Charter Contract between the Authorizer and Charter Holder pursuant to State statute. See also Section 5.5(i).

“Minimum Enrollment Levels” is the level set forth in Section 6.4. The Minimum Enrollment Level will be calculated based on the actual student enrollment of the School on the first day of academic classes during each year of the contract.

“Parties” means ISE and Charter Holder.

“Proprietary Information” has the meaning provided in Section 8.1.

“School” means the academic institution authorized by the Charter Contract.

“School Design” means the School design based on ISE curriculum that will become part of the Charter Contract.

“State” means the state in which the Charter School is physically located.

“Student” means a person who is enrolled in the School.

“Target Area” means the area in which Charter Holder intends to locate the School, which area is: \_\_\_\_\_.

## 2. REPRESENTATIONS AND WARRANTIES

### 2.1 Representation and Warranties of ISE.

ISE represents and warrants as follows:

- (i) Organization. ISE is a duly organized corporation, validly existing, and in good standing under the laws of the State, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State. ISE has been recognized as a tax exempt organization described in Section 501(c)(3) of the Internal Revenue Code, with the purpose and legal ability to contract to provide educational management services. ISE will notify Charter Holder of any change in its corporate status. However, any such change will not result in the termination of or otherwise affect this Agreement.
- (ii) Authority. ISE has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of ISE, enforceable against ISE in accordance with its terms.
- (iii) Full Disclosure. No representation or warranty of ISE herein and no statement, information or certificate furnished or to be furnished by ISE pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

### 2.2 Representations and Warranties of Charter Holder.

Charter Holder represents and warrants as follows:

- (i) Organization. Charter Holder is duly organized corporation, validly existing, and in good standing under the laws of the State and is duly authorized and qualified to do business in the State. Charter Holder is (or will timely become) recognized as a tax exempt organization described in Section 501(c)(3) of the Internal Revenue Code. Charter Holder does have, and at all times during the term of this Agreement, will have the legal ability to contract to operate a charter school and to contract for charter management services.
- (ii) Authority. Charter Holder has the authority under the Charter and applicable State law to contract with a private entity to perform the Academic and Business



Services, and all other services described in the Agreement and attachments thereto. Charter Holder has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of Charter Holder, enforceable against Charter Holder in accordance with its respective terms. The School Design has been reviewed and approved by unanimous resolution by the Charter School Board.

- (iii) Litigation. There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body to which Charter Holder is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon Charter Holder. No such judgment, order, decrees, or award has been entered against Charter Holder nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body involving Charter Holder, which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (iv) Full Disclosure. No representation or warranty of Charter Holder herein and no statement, information or certificate furnished or to be furnished by Charter Holder pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (v) Reputation of Officers, Directors and Employees. No officer or employee of Charter Holder has committed, or during the term of this Agreement will commit, an act constituting a criminal offense, a morally offensive act, an act that could negatively impact the reputation of the School, or any other act involving dishonesty, disloyalty, fraud or breach of trust.
- (vi) Conduct of Charter Holder and Board of Directors. Charter Holder has complied and at all times during the term of this Agreement will comply, with all local, State, and federal laws and regulations governing that are applicable to Charter Holder. Charter Holder has maintained and will maintain adequate records of the activities and decisions of Charter Holder to ensure and document compliance with all applicable laws and regulations. Charter Holder agrees to provide ISE with copies of all such records and to allow ISE, at ISE's sole discretion, to assist with the preparation and retention of such records.
- (vii) Due Authorization. Upon execution of a Charter Contract by Charter Holder and the Authorizer, Charter Holder will be (is) authorized to organize and operate the

School and will be vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Charter Holder has provided and will provide ISE all authority and power necessary and proper for ISE to perform the Academic and Business Services and to otherwise undertake its responsibilities, duties and obligations provided for in this Agreement.

### 3. DELEGATION OF AUTHORITY TO ISE

Charter Holder hereby authorizes ISE to undertake Academic and Business Services on behalf of Charter Holder, but only to the extent such services are described in this Agreement or any valid amendment to this Agreement and otherwise in a manner consistent with the Charter Contract. It is understood that, at all times, ISE remains accountable and subject to the oversight of Charter Holder, the Authorizer, and State authorities, as provided for in this Agreement and by State law. Charter Holder hereby grants to ISE the following power and authority, on behalf of Charter Holder and consistent with federal and State law and subject to the other terms and conditions of this Agreement and the oversight of Charter Holder, but otherwise implemented, maintained and monitored by ISE in such manner and at such times as determined by ISE:

- (i) Prepare the School's Annual Budget, which will be subject to approval by the managing board of the School (the "Charter School Board");
- (ii) Perform the following personnel functions: the determination of staffing levels; selection of personnel; determination of staff responsibilities; compensation and other terms and conditions of employment; provide counsel as to evaluation, training and discipline of personnel; establish and implement human resources systems and functions to be executed by Charter Holder staff, which may include or consist of the utilization of web based services which will be periodically monitored by ISE;
- (iii) Review each calendar month the financial statements and budget prepared by or on behalf of the Charter School Board;
- (iv) Provide initial training to and set up of financial systems with Charter Holder staff and members of the Charter School Board, which may include or consist of the utilization of web based services, which would be periodically monitored by ISE;
- (v) Conduct periodic review of financial systems to test the accuracy of such systems;
- (vi) Establish, implement, and evaluate an Educational Program and curriculum for the School as provided for in this Agreement and the Charter Contract;
- (vii) Conduct professional development for the Director and the School's instructional personnel;
- (viii) Select instructional materials, equipment and supplies;

- (ix) Exercise such other powers as provided for elsewhere in this Agreement and the attachments hereto to the extent consistent with this Agreement and State law; and
- (x) Take such other actions that in the opinion of ISE are necessary or desirable to properly and efficiently operate the School.

#### 4. DUTIES AND OBLIGATIONS OF ISE

##### 4.1 Implementation of Curriculum Requirements.

Subject to oversight by the Charter School Board, ISE will implement its School Design in a manner that is consistent with the Charter Contract and State law, including requirements regarding content and subjects of instruction.

##### 4.2 Evaluation.

ISE will implement pupil performance evaluation systems, which permit evaluation of the educational progress of each student at the School. Charter Holder will, with ISE's assistance, ensure that the students take all State required standardized test in accordance with State laws and regulations, as and if required within the Charter Contract, and/or as identified within the accountability plan developed during year one of operations under this Agreement. In addition, Charter Holder, with ISE's assistance, will ensure that the students take a nationally recognized standardized test (e.g., NWEA ) in both the fall and the spring of each year. Charter Holder, with the ISE's assistance, will maintain detailed statistical information on the performance of (i) the School as a whole; (ii) each individual student; and (iii) each grade. Charter Holder will cooperate in good faith to identify other measures of and goals for student and School performance, including, but not limited to, parent, teacher, and student satisfaction.

##### 4.3 Reports to Charter Holder.

ISE will provide guidance to and train School personnel in order to allow School personnel to timely provide Charter Holder with the reports on School's operations, finances, including detailed reports regarding budgeted versus actual expenditures, and student performance. Reports to the Charter School Board will be provided at such reasonable times and in such reasonable manner as to allow such reports to be disclosed at all public meetings in accordance with the applicable State disclosure statutes, e.g., open door law. Nothing in this paragraph will be construed to be in derogation of Charter Holder's ultimate legal authority and responsibility for the School under its Charter Contract; rather, it will be construed as effectuating ISE's accountability to Charter Holder for the operation of the School and the achievement of student learning.

ISE will provide Charter Holder and/or the Authorizer such reports and information as may be required for Charter Holder to comply with the terms and conditions of the Charter and applicable law.

#### 4.4 Corrective Action Plan.

ISE and Charter Holder will cooperate and participate in any corrective action plan approved by the Authorizer to remedy any breach of the Charter Contract that involves services provided or to be provided by ISE.

#### 4.5 Authority to Subcontract.

- (i) General Rights. Unless ISE has otherwise received the prior consent of the Charter School Board, which consent shall not be unreasonably withheld, ISE will not subcontract the management, oversight or operations of the teaching and instructional program, except as specifically provided in this Agreement. However, ISE may subcontract all other functions, except as otherwise provided in this Agreement. All subcontracts will be in writing and will be subject to the provisions of and be consistent with this Agreement. No subcontract permitted hereunder will relieve or discharge ISE from any obligation or liability under this Agreement. During the Term of the Agreement, ISE and Charter Holder shall consult on the establishment or continuation of any subcontractor relationship allowed under this Agreement and Charter Holder may not enter into any subcontractor relationship without the prior approval of ISE. Furthermore, only ISE shall have the authority to terminate a subcontractor performing Academic and Business Services.
- (a) Cleaning and Maintenance. Subject to the prior approval and consent of ISE, Charter Holder shall arrange services for the cleaning, maintenance, and operation of the Facilities. ISE will provide recommendations of service providers and consultation on selections as needed. Termination and replacement of a company providing the cleaning and/or maintenance services requires ISE's approval and consent. The cost for such services shall be included as part of the Annual Budget and is not payable from the Service Fee due ISE.
- (b) Transportation and Food. Subject to the prior approval and consent of ISE, Charter Holder shall arrange for the provision of food service for the School, subject to applicable State law. To the extent required by State law, Charter Holder shall also arrange for the provision of transportation service for the Students. ISE will provide recommendations of service providers and consultation on selections as needed. Termination and replacement of a company providing the transportation and/or food services requires ISE's approval and consent. The cost for such services shall be included as part of the Annual Budget and is not payable from the Service Fee due ISE.
- (c) Other Special Services. As further described in Section 6.1(ii), on behalf of Charter Holder, ISE may and it is anticipated will subcontract for the provision of other special services, including English as a second language, psychologists, social workers, or therapists. The cost for such

services shall be included as part of the Annual Budget and is not payable from the Service Fee due ISE.

- (ii) Payments. Unless ISE otherwise establishes in a subcontractor agreement, compensation, fees and expenses payable to a subcontractor shall be paid by ISE. However, Charter Holder is obligated to promptly reimburse ISE for such compensation, fees and expenses, but no later than fifteen (15) days after payment of the same by ISE. The compensation, fees and expenses paid to subcontractors does not reduce the Service Fee otherwise payable to ISE.
- (iii) Post-Termination Rights. During the Term of this Agreement and for one (1) complete fiscal year of the School beginning after the termination of this Agreement for any reason, Charter Holder shall not hire, attempt to hire, employ, or retain any of the organizations or persons to which or who ISE subcontracted any of the services or functions performed at or for the School or Charter Holder during the Term of this Agreement.

#### 4.6 Location of Performance.

ISE may perform functions off-site at ISE's central office or elsewhere, except as prohibited by State law, with the prior approval of Charter Holder, which approval will not be unreasonably withheld. ISE may utilize web-based systems to provide oversight and counsel to the School. ISE will be provided by Charter Holder with a suitable work area, i.e., an office on School property at no charge to ISE.

#### 4.7 Federal, State and Local Program Requirements.

Through its School Design, the ISE will provide Educational Programs that meet federal, State, and local requirements.

#### 4.8 Director.

Because the accountability of ISE to Charter Holder is an essential foundation of this relationship, and because the responsibility of the Director of the School is critical to its success, ISE has the direct authority and responsibility, consistent with State law, to recruit, select, hire, and supervise the Director and to hold him/her accountable, in alignment with the Director's Performance Assessment, to be developed by ISE. The foregoing notwithstanding, Charter Holder will have the right to determine initial selection criteria for the Director and interview final round Director candidates. The employment contract with the Director, the duties, and compensation of the Director, in consultation with the Charter Holder, will be determined by ISE. Unless otherwise determined in ISE's sole discretion, the Director will be employed by ISE on an annual or bi-annual basis and the Director's performance will be reviewed annually by ISE and Charter Holder in accordance with the Director's Performance Assessment. All termination or other disciplinary decisions will be made by ISE in consultation with the Charter Holder and made in compliance with applicable law. However, ISE shall have sole and full authority and discretion to terminate or discipline the Director. (In the event ISE determines that it is necessary to terminate the individual holding the position of Director, ISE will promptly commence the

process to find a replacement Director, and during the interim, ISE and its representatives will offer additional leadership and support, as may be reasonably required.)

#### 4.9 Recruitment, Selection and Performance of Teachers and Other Personnel.

The Director and ISE will work cooperatively and will have the Charter Holder's authority and responsibility to recruit, select and hold accountable the teachers and the non-teaching staff of the School. Except as otherwise determined necessary and appropriate by ISE, all employees working at the School will be employees of the School and reviewed annually by the Director, with assistance of ISE. All termination or other disciplinary decisions of School employees, as well as any staffing decisions, will be made in compliance with applicable State law, but shall otherwise be subject to the prior approval and consent of the ISE, as exercised in ISE's sole discretion.

#### 4.10 Certification and Accreditation of Staff.

ISE will provide oversight and advice to Charter Holder regarding any required State education department certifications or waivers and will assist Charter Holder in expediting the certification process or alternate accreditation for all personnel subject to accreditation requirements.

#### 4.11 Training of Staff.

ISE or its designated representative will provide training to instructional staff in its methods, curriculum, program, and technology to all teaching personnel and will provide training to all non-instructional personnel as ISE reasonably determines to be necessary.

#### 4.12 Employment Terms.

- (i) **Salaries and Benefits.** Charter Holder shall compensate employees at the School strictly in accordance with ISE's compensation policies, which may include performance-based incentives. The levels of compensation for all staff members shall be included in the Annual Budget.
- (ii) **Administration.** Subject to its right to subcontract such administration, ISE shall, on behalf of Charter Holder, administer payroll including payment of salaries, fringe benefits and employment taxes of School employees and ISE employees (if any) working at the School. However, unless otherwise provided herein or in the attachments hereto, salaries, benefits and taxes will be paid by Charter Holder, not by ISE.
- (iii) **Collective Bargaining Agreements.** At the earliest possible date, Charter Holder shall provide ISE with notice of its intent to enter into any collective bargaining relationship with any union which might represent employees of the School (in no event shall such notice be after negotiations have begun). Charter Holder agrees to afford ISE substantial input in decisions regarding any such collective bargaining relationship, and Charter Holder shall not enter into any such

relationship without the prior approval and consent of the ISE, as exercised in ISE's sole discretion.

- (iv) Non-Hiring. During the Term of this Agreement and for one (1) complete fiscal year of the School beginning after the termination of this Agreement for any reason, Charter Holder shall not hire, attempt to hire, employ, or retain the Director or any employee, officer, or director of ISE.

#### 4.13 Accountability Plan.

The accountability and measurement standards set forth in the Operating Principles, attached hereto as Attachment "A", will serve as a measure of performance for ISE and will serve as a foundation for development of the accountability plan to be developed in year one of this Agreement by the Parties. In future years, the Operating Principles will be modified by ISE, after accepting input from the Charter School Board and the Director, in order to measure and evaluate ISE's performance under this Agreement in future years.

### 5. DUTIES AND OBLIGATIONS OF CHARTER HOLDER

#### 5.1 Provision of Suitable School Facilities.

- (i) Acquisition. Charter Holder will use its best efforts to provide the School with the suitable Facility located in the Target Area. ISE, if requested by Charter Holder, will use commercially reasonable efforts to assist Charter Holder in the identification, acquisition, and/or construction of a Facility. However, ISE has no obligation to provide, nor will it provide any financial assistance to Charter or for its benefit in the location, negotiation, acquisition, construction, lease or development of the Facility. Charter Holder will not enter into a lease or purchase a Facility without the prior approval and consent of ISE. ISE and Charter Holder will also work together to provide Facilities needed for future expansion of the School.
- (ii) Lease. In the event Charter Holder leases the Facility, Charter Holder's lease with the landlord will provide that the landlord will maintain the site in accordance with all federal, State, and local laws, codes, rules and regulations applicable to charter schools operating in the State, unless waived by the proper authority. The lease will also require the landlord to procure and maintain insurance, and to otherwise hold harmless ISE, Charter Holder, and the Authorizer for damage or loss to the property leased from the landlord. Charter Holder will seek to provide in its lease that the landlord will secure from the insurers waivers of subrogation as against Charter Holder, the Authorizer, ISE and its facilities managers, their respective officers, employees and agents, for the full amount of the policy and any deductibles. ISE may, but need not, enter into a Facility Contract with Charter Holder.
- (iii) Insurance. Charter Holder will procure and maintain insurance, subject to ISE's review and approval, and otherwise hold harmless ISE for damage or loss to real and personal property, whether such property is leased or owned by Charter



Holder. ISE will not be liable under any lease or other document pertaining to the Facility and Charter Holder will indemnify and hold ISE harmless from liability arising from any such lease or other document.

- (iv) Outside Usage. During after-school, evening and weekend hours, ISE may use or permit others to use the Facilities, ancillary property and technology for purposes other than the regular school instructional program, provided that such use is consistent with School policies. Any income earned from such activities shall be used to offset Operating Costs.
- (v) Tour of Facility. During the Term of this Agreement and for a period of five (5) years following the termination of this Agreement, ISE shall be given reasonable access to the Facilities in order that ISE may provide educational or evaluative tours to its business associates. ISE will coordinate the time and scope of such tours with the Director and such tours may occur during the school day. However, ISE shall otherwise conduct such tours in such manner as not to unduly disrupt the student's academic progress.

## 5.2 Technology, Curriculum, Furniture, and Other Property.

- (i) Financial Obligations. ISE has no obligation to provide, nor will it provide, any financial assistance to Charter Holder or for Charter Holder's benefit in the location, negotiation, acquisition, construction, lease or development of the Facility or in the acquisition and maintenance of any technology, equipment, software, curriculum materials, furnishings, fixtures or other personal property used or to be used in the operations of the School. Charter Holder acknowledges that the ultimate responsibility for the procurement of the Facility and any needed property rests with Charter Holder.
- (ii) Asset Leasing and Acquisition. Subject to the prior approval and consent of ISE, Charter Holder may enter into leasing transactions or acquisitions (purchases) with independent companies, or with ISE or an affiliate directly, for the provision of School technology, equipment, software, curriculum materials, furniture, fixtures, or other personal property. Any lease or acquisition payments made pursuant to such transactions shall be considered an Operating Cost of the School and shall not otherwise reduce the amounts due to ISE. Ownership of assets leased through such transaction shall be subject to the terms of the lease agreement. Should ISE enter into an asset lease on behalf of the School, upon termination of this Agreement, Charter Holder shall assume the lease in its own name, or if not permitted by the lessor, shall pay to ISE the remaining lease payments due under the lease agreement. Otherwise, during the Term of this Agreement, Charter Holder shall not terminate or otherwise discontinue an asset leasing arrangement without the prior approval and consent of ISE, except as otherwise required by applicable State law.
- (iii) School Technology. Charter Holder shall procure, deliver and install all technology and equipment for the School, as well as provide access to the local



public school system's network, if and as applicable, in order that ISE may implement its technology platform. Charter Holder shall make such acquisitions and purchases in consultation with ISE to ensure that: (a) the technology and equipment purchased are suitable for the needs of the students and meet the specifications required by ISE's curriculum and the School Design and (b) the infrastructure is built by, or built at the direction of, a contractor (vendor) approved by ISE in a manner consistent with such specifications. ISE, if requested by Charter Holder, will use commercially reasonable efforts to assist Charter Holder in the identification and procurement of the required technology and equipment. Such technology and equipment purchased by Charter Holder shall be the property of Charter Holder and the School. If ISE or another company has placed any of its own technology and equipment in the School during the Term, which was not specifically purchased by Charter Holder, such technology and equipment shall remain the property of ISE or other company, as applicable, following termination of the Agreement.

- (iv) Curriculum Materials. Charter School shall acquire and purchase all curriculum materials required for the operation of the School. Charter Holder shall make such acquisitions and purchases in consultation with ISE to ensure that the curriculum materials purchased are suitable for the needs of the students and meet the specifications required by ISE's curriculum and the School Design. ISE, if requested by Charter Holder, will use commercially reasonable efforts to assist Charter Holder in the identification and procurement of the required curriculum materials. Such curriculum materials purchased by Charter Holder shall be the property of Charter Holder and the School. If ISE or another company has placed any of its own curriculum materials in the School during the Term, which was not specifically purchased by Charter Holder, such curriculum materials remain the property of ISE or other company, as applicable, following termination of the Agreement.
- (v) Furniture, Fixtures and other Property. Charter Holder will use its best efforts to provide such desks and other furniture, library and media materials, and other similar materials and furnishings integral to the operation of the School and such improvements as are reasonably necessary for the implementation of ISE's curriculum and the School Design. ISE, if requested by Charter Holder, will use commercially reasonable efforts to assist Charter Holder in the identification and procurement of the required furnishings and materials. Such furnishings and materials purchased by Charter Holder shall be the property of Charter Holder and the School. If ISE or another company has placed any of its own furnishings or materials in the School during the Term, which was not specifically purchased by Charter Holder, such furnishings and other materials remain the property of ISE or other company, as applicable, following termination of the Agreement.
- (vi) Post-Termination. As noted above and subject to limitations established in applicable law, at the termination of this Agreement, Charter Holder and the School may negotiate with ISE to continue to use ISE technology, equipment, curriculum materials and furniture, fixtures and other ISE property. However,

unless mutually agreeable terms can be agreed upon between the Parties, upon termination of the Agreement, Charter Holder and the School shall have no further rights to use ISE property. (Technology, equipment, curriculum materials and furniture, fixtures and other property purchased by Charter Holder with External Public Funds, as defined in Section 7.1(i), shall not be considered to be ISE property.)

### 5.3 Annual Audit.

Charter Holder will conduct an Annual Audit in compliance with State law and regulations showing the manner in which funds are spent at the School. The Annual Audit will be performed by a certified accountant selected by Charter Holder. However, Charter Holder will consult with ISE prior to selecting the certified public accountants to conduct the Annual Audit. ISE will make available all finance and other records of ISE related to Charter Holder and records of Charter Holder, to the extent such information is in possession or under the control of ISE, to the independent auditor and to the State's applicable regulatory authorities for completion of audits required by State law or by the Charter.

### 5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.

Charter Holder will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. As provided for in the agreement, ISE will provide oversight and guidance in the implementation, training, and review of all such functions. Charter Holder will employ the financial systems recommended by ISE, which may be a web-based system.

### 5.5 Financial, Educational and Other Records.

- (i) Charter Holder will notify ISE of any proposed changes to the Charter Contract promptly after becoming aware of such proposed changes, and to promptly provide ISE with any amendments to the Charter Contract that would take effect during the Term. Within ISE's reasonable discretion, ISE may treat an amendment or other change made to the Charter Contract during the Term as a Material Adverse Change for purposes of this Agreement and proceed accordingly.
- (ii) The financial, educational and other records pertaining to the School, whether or not generated by ISE, are Charter Holder's property. However, at Charter Holder's expense, ISE shall be entitled to make copies of any and all such records as are: (a) necessary for it to confirm compliance with State law and the Charter, (b) needed to address any claim that it breached this Agreement or to otherwise enforce its rights under the Agreement, (c) required by a court of competent jurisdiction or regulatory authority, or (d) otherwise required to properly and timely complete its obligations under the Agreement. All such records will otherwise be subject to inspection and copying under the provisions of the State's applicable disclosure laws, e.g., access to public records law, including any subsequent amendments thereto.

## 5.6 Payroll, Employee Salaries and Benefits.

ISE shall have the authority to establish the salaries and fringe benefits for all persons working at the Charter School, but Charter Holder will otherwise be responsible and accountable for the payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed by Charter Holder. As necessary and appropriate, ISE will provide training and guidance in the implementation of payroll functions required by ISE procedures to be performed at the Charter School site, including the processing of new employees and payroll. However, Charter Holder may use a third party payroll service and system selected by ISE.

## 5.7 Powers and Authority.

Charter Holder will ensure that ISE has the power and authority necessary to carry out the duties of ISE under this Agreement. This will include ensuring that no other entity or any individual, including an officer, agent or director of Charter Holder or the School, has or exercises any authority that might interfere with the duties of ISE.

# 6. OPERATION OF THE SCHOOL

## 6.1 Programs.

- (i) School Design. ISE will provide the School with a complete Educational Program based on ISE curriculum comprised of comprehensive academic programs and school management principles, which program Charter Holder has deemed appropriate and desirable (the "School Design"). ISE will provide the management and administrative services necessary to implement the School Design. The Parties agree that an essential principle of the ISE curriculum is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and further, that the Parties are interested in results, not inflexible prescriptions. The ISE curriculum may be modified by ISE in its sole discretion from time to time, and ISE will notify Charter Holder of any substantial modifications to the ISE curriculum that affect the School Design. At the termination of this Agreement, Charter Holder and the School shall no longer be entitled to use the ISE curriculum, except as otherwise required by applicable law or as subsequently negotiated by the Parties, e.g., payment of additional to-be-determined license fee to use the ISE Curriculum after termination of this Agreement.
- (ii) Disabled Students and Students with Other Special Needs. Subject to Section 6.1(i), the School will be open to all students, including individuals with handicapping conditions and other special needs, consistent with applicable law. Charter Holder and ISE recognize their obligation to provide an appropriate education to all students enrolled in the School, regardless of special need and in accordance with the requirements of the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. School Students requiring special

education services shall be served in conformity with their individual education plans (IEPs), consistent with federal and State law. The School shall provide appropriate bilingual and English for speakers of other languages (ESOL) education services to the limited English proficient Students consistent with applicable requirements of federal and State laws. Such services may be subcontracted to a public or private contractor, a school district or parish, intermediate unit, vocational technical school, or other qualified organization, subject to the approval and consent of ISE.

## 6.2 Recruitment and Admission.

Admission to the School shall be in accordance with the enrollment procedures required of charter schools as defined by State law. ISE and Charter Holder will be jointly responsible for the recruitment of students. Application by or for students will be voluntary, and must be in writing. Admission will be open to all individuals who reside within the State, on a space-available basis, without regard to race, color, national origin, creed, sex, ethnicity sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. The parties will seek a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the Target Area. If there are more applications for enrollment in the School than there are spaces available, students will be selected using a random selection process as otherwise allowed by applicable State Law. However, as permitted by law, preference for enrollment will be given to siblings of students enrolled in the School and to students who were enrolled in the School the previous year. ISE will have no responsibility for or liability to Charter Holder, the School or any other person if enrollment levels fail to reach projected numbers or if enrollment is unable to support the School's Annual Budget.

## 6.3 Annual Budget.

- (i) Establishment. On or before June 1 of each year of the Agreement, the parties will mutually agree to an Annual Budget. The Annual Budget for the School will provide for the timely payment of all operating expenses related to the operation or opening of the School, including, but not limited to, prompt payment of: (i) ISE's Service Fee; (ii) Director compensation, which will include the Director's salary and benefit costs; (iii) debt payments owing to ISE by Charter Holder; (iv) marketing and publishing costs; (v) supplies; (vi) maintenance; (vii) staff development; (viii) curriculum materials; (ix) assessment materials and consulting fees; (x) other third party consulting expenses; (xi) reasonable transportation and travel; (xii) public relations; (xiii) printing, duplicating, and postage; (xiv) accountability plan costs; and (xv) legal fees and accounting fees. (The Service Fee is in addition to Director's compensation and benefits, as well as payments made to subcontractors and any other expenses and costs that ISE may, in its sole discretion, pay or advance on behalf of Charter Holder.)

- (ii) Disbursement. ISE will have no responsibility to make any purchases on behalf of Charter Holder or the School or to act as disbursement agent for Charter Holder or the School. Instead, ISE will train employees of the School and Charter Holder on the proper administration and disbursement of funds in accordance with the Annual Budget.

#### 6.4 Minimum Enrollment Level.

The School will open on or about [REDACTED], 20[REDACTED] (the "Opening Date"), provided the Minimum Enrollment Level is met. Should the School fail to achieve the Minimum Enrollment Level prior to the Opening Date or should the Minimum Enrollment Level fall below the projected number of students in subsequent years, the Agreement may be terminated by ISE upon sixty (60) days written notice to Charter Holder, subject to Sections 11.3 and 11.4 of this Agreement. The Minimum Enrollment Level for each year of this Agreement will be:

|                                                     |                        |
|-----------------------------------------------------|------------------------|
| Year 1- School year beginning in 20[REDACTED] (k-8) | [REDACTED] of students |
| Year 2- School year beginning in 20[REDACTED] (k-8) | [REDACTED] of students |
| Year 3- School year beginning in 20[REDACTED] (k-8) | [REDACTED] of students |
| Year 4- School year beginning in 20[REDACTED] (K-8) | [REDACTED] of students |
| Year 5- School year beginning in 20[REDACTED] (K-8) | [REDACTED] of students |

#### 6.5 School Year.

The normal School year will consist of approximately [REDACTED] days of regular instruction for students. ISE may extend the School year, subject to Charter Holder approval and available funds. The School Calendar will be developed annually by the Director, in consultation with ISE, and will extend from on or about [REDACTED] through on or about [REDACTED]. The School day will be approximately eight hours per day for students in Grades 1 through 8. The daily schedule for pre-K and Kindergarten will be set prior to opening the School.

#### 6.6 School Policies.

- (i) Rules and Regulations. Charter Holder hereby authorizes ISE to adopt and enforce such rules, regulations and procedures applicable to the day-to-day operations of the School that do not conflict with federal or State laws, rules, regulations or policies that have not been waived, including rules and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance and calendar, all subject to the continuing oversight of the Charter

Holder. The School shall be operated in compliance with all applicable federal and State laws concerning the welfare, safety, and health of students.

- (ii) Educational Program. The parties are committed to the success of the Educational Program, as described in the ISE School Design and related documents, which are attached to this Agreement and/or incorporated by reference herein. This is the Educational Program that is incorporated by reference in Charter Holder's Charter Contract with the Authorizer. ISE will make reasonable recommendations to Charter Holder concerning policies, rules, regulations, procedures, curriculum, personnel, and budget, to enable the School to implement the ISE School Design, and Charter Holder, in exercising its legal authority under State law and its Charter Contract with Authorizer, will exercise good faith in considering and adopting ISE's recommendations so that the ISE School Design may be properly implemented.
- (iii) Code of Conduct. ISE will recommend, Charter Holder will adopt, and the Director and staff will administer a Code of Conduct for the School, as well as other suitable employee policies and employee handbooks for the School, which shall include appropriate anti-fraternization provisions.

#### 6.7 Due Process.

Charter Holder will provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Director will have the authority to suspend or expel a student as provided for by law.

#### 6.8 Observer Seat.

Charter Holder will provide at least seventy-two (72) hours prior written notice by fax or e-mail to ISE of all meetings of the Charter School Board and will provide ISE with the proposed agenda of such meetings. Charter Holder will provide ISE with copies of the minutes of all Charter School Board meetings and any subdivision(s) thereof within twenty-four (24) hours of the distribution of the minutes to the Charter School Board. In addition, ISE will have the right to designate an individual (the "Observer") to attend all meetings of the Charter School Board or any subdivision thereof, including executive sessions, and all Charter School Board functions. Notwithstanding the foregoing, Charter Holder may exclude the Observer from that portion of any Charter School Board meeting that is held to discuss or take action on the provisions of this Agreement, provided that Charter Holder timely notifies ISE that such a meeting is being held and subsequently timely provides ISE with a copy of the minutes of such meeting.

#### 6.9 Family Educational Rights and Privacy Act.

Charter Holder hereby designates officers and employees of ISE as agents of Charter Holder and School, each having a legitimate educational interest such that they are entitled

access to education records under 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (“FERPA”). ISE, its officers and employees will comply with FERPA at all times.

#### 6.10 State and Federal Waivers.

If ISE identifies any federal or State rules or regulations that substantially inhibit the implementation of the School Design, then the Charter Holder shall, with ISE’s assistance, apply for and support any available waiver of any such rules or regulations.

### 7. FINANCIAL ARRANGEMENTS

#### 7.1 Funding Eligibility.

- (i) Application for State and Other Public Funding. Charter Holder shall comply with the requirements, terms, and conditions of the Charter School Law for the purpose of receiving or maintaining Charter Holder’s eligibility to receive from the State the per pupil allowance (PPA) for each Student enrolled and in attendance in the School. Charter Holder shall also comply with the requirements, terms, and conditions of any external public funds, e.g., federal, State and local funds designated for particular purposes such as Title I and special education, to which the School or its Students may be entitled. (All such external public funds and the per pupil allowance are referred to herein, collectively, as the “External Public Funds”.) ISE shall, on behalf of Charter Holder, report enrollment and attendance data to the Authorizer in conjunction with the School as required under the Charter Contract and Charter School Law in order to allow the School to receive the External Public Funds to which it is entitled. Charter Holder shall apply for External Public Funds on a timely basis. ISE and Charter Holder shall cooperate in applying for External Public Funds and any other federal, State or local aid, funds or resources for which the Charter School or its students may be eligible, and Charter Holder shall ensure that its employees provide ISE with all required information and documentation in a timely matter in order for ISE to fulfill its duties under this Section 7.1. Upon reasonable advance request, ISE shall provide evidence to the Board that the School is in compliance with the requirements, terms and conditions associated with the External Public Funds, and shall provide all reports, data, and information reasonably necessary for the Charter School to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, ISE will make available to Charter Holder or the Authorizer any information deemed necessary by either of them for formulating a budget, quarterly reports or financial audits. Charter Holder shall promptly supply to ISE copies of any communications received in relation to the receipt of any External Public Funds.
- (ii) Quarterly Financial Statements. ISE will work with the bookkeeper and other appropriate staff of the Charter Holder to prepare quarterly financial statements for Charter Holder and the School. These statements shall reflect the School’s entire financial operation, including an itemized accounting of all amounts paid



to ISE or otherwise paid for the paid for the services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's Annual Budget or this Agreement.

- (iii) Fiscal Agent. The Charter School Board will be and remain the fiscal agent for the School if and as required by State law, but otherwise as subject to the terms and conditions of this Agreement.

## 7.2 Donations and Grants.

- (i) ISE. The Parties recognize that the ISE and its affiliates provide programs and services that are supplemental to the prevailing area public schools' educational programs and that as such ISE on behalf of Charter Holder reserves the right to seek external source revenue (such as competitive grants) to assist in the provision of these enriched programs. ISE shall have the right to apply for and receive grant money on its own or together with the Charter School Board, and to retain any such funds for its use consistent with the terms of such grants. Such funds shall not otherwise reduce the Service Fees payable to ISE.
- (ii) Charter Holder. Charter Holder may also solicit and receive grants and donations for its own use consistent with the mission of the School provided that ISE's prior approval shall be required for any grants or donations that require implementation of specific programs or the purchase of specific assets for the School, so as to ensure consistency with the ISE School Design. If no prior approval is required, Charter Holder shall still provide notice to ISE at least five (5) days before its submission of a grant application. Additionally, with respect to any grant applied for by Charter Holder (whether with or without ISE's prior approval needed), Charter Holder shall be solely responsible for the receipt and administration of the funds and ISE shall not be responsible for any assurances made by Charter Holder nor shall ISE be responsible for an compliance or reporting requirements connected the grant initiated by Charter Holder.

## 7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, ISE may charge fees to students for extra services such as summer activities, extracurricular clubs, School athletic, and other similar activities.

## 7.4 Service Fee.

- (i) Amount. A Service Fee will paid by Charter Holder to ISE to support the work, expertise, support and resources provided by ISE to Charter Holder. The Service Fee is in addition to Director's compensation and benefits, as well as any payments to subcontractors and other expenses and costs, including Annual Budget expenditures that ISE may pay or advance on behalf of Charter Holder. The Service Fee is designed to decrease over time. The Service Fee (amount assessed from Applicable Revenues) is set at the product of (i) Applicable



Revenues for the year times (ii) nine percent (9%) for years one (1) through three (3) of the Agreement, and seven percent (7%) for years four (4) and beyond of the initial Term of this Agreement. Upon renewal of the Charter Contract with the Authorizer, the percentage will decrease to five percent (5%) of Applicable Revenues per year.

- (ii) Payment. The Service Fee will be calculated by ISE at the end of each fiscal year and paid to ISE by Charter Holder in monthly installments during the immediately subsequent fiscal year. Monthly payments of the Service Fee will be made no later than the 10th business day of month and any Service Fee not paid by such date shall incur a late payment fee of one percent (1%) per calendar day until such Service Fee has been paid. No further late payment fee shall accrue on and after the termination of this Agreement; however, any late payment fee that has accrued prior to the termination of this Agreement shall otherwise remain immediately due and payable by Charter Holder.
- (iii) Termination. Upon termination of this Agreement, any unpaid Service Fee for any prior fiscal year and for the fiscal year in which the Agreement terminates, as well as any late payment fees, shall be immediately due and payable to ISE by Charter Holder upon termination of the Agreement ("Termination Service Fee"). Until paid in full, the Termination Service Fee shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly commencing the date of termination of this Agreement.

#### 7.5 Monitoring of Funds; Bank Statements.

Charter Holder and ISE shall monitor monthly the School's expenditures in order to confirm that funds are expended in compliance with the Annual Budget. Charter Holder shall ensure that ISE receives a copy of all of Charter Holder's bank statements from which Annual Budget expenditures and/or Operating Costs are paid no later than twenty (20) calendar days after the end of each month. Each calendar month during the Agreement, ISE will provide a reconciliation (one month in arrears) of the amounts owed to ISE or due to Charter Holder after taking into account the Parties' obligations in this Agreement.

#### 7.6 Expenses.

- (i) Operating Costs. The External Public Funds shall be used to pay the costs associated with operating the School in conformity with the School Design and Annual Budget. Such costs shall include all expenses incurred by, or on behalf of, the School, including without limitation personnel and non-personnel costs related to instruction, technology costs including assessments, Facilities support costs, start-up costs, capital reimbursement, insurance, the Service Fee and other administrative costs (the "Operating Costs"). ISE shall have no responsibility for the payment of out-of-pocket general administrative, legal, and accounting expenses of Charter Holder (the "Charter Holder Costs"), and the Charter Holder Costs shall not be part of the Operating Costs. ISE will work with Charter Holder's

bookkeeper and other trained representatives to coordinate the timely and correct payment of Operating Costs; however, ISE shall have no authority or control over any of Charter Holder's bank accounts from which the Operating Costs can or will be made.

- (ii) ISE Expenses. Charter Holder acknowledges ISE is entitled to payment for all expenses it incurs in the operations of the School, including, but not limited to, postage, printing, marketing and development, reasonable mileage and travel expenses, third-party consultants to Charter Holder, and checks, all of which shall be payable as Operating Costs from the External Public Funds. Payment of such expenses will be made to ISE no later than the 10th business day of month and any of such expenses not paid by such date shall incur a late payment fee of one percent (1%) per calendar day until such expenses of ISE have been paid.
- (iii) Shortfall. The Parties acknowledge that because the State and other public funding sources may make payments to Charter Holder in arrears, certain Operating Costs may be due prior to the receipt of External Public Funds by Charter Holder (such event shall constitute a "Shortfall"). Charter Holder shall seek to cover such Shortfall by applying for funds under any State loan programs available for such purpose, and to the extent such funds are not available, ISE may (in its sole discretion) lend the School funds to cover such Shortfall ("Working Capital Advance") or alternatively, at Charter Holder's request, assist Charter Holder to secure third-party financing.
- (iv) Working Capital Advance. If ISE elects, in its sole and absolute discretion, to make a Working Capital Advance, such Working Capital Advance shall accrue interest at the rate of 10% per annum and shall be subject to such other commercially reasonable terms upon which the Parties agree. Upon termination or expiration of this Agreement, the amounts payable to ISE under all Working Capital Advances then outstanding, shall become immediately due and payable, and Charter Holder shall reimburse ISE for any outstanding Working Capital Advances immediately upon the termination or expiration of this Agreement.
- (v) Start-Up Expenses. During the first year of operation of the School pursuant to this Agreement, the Annual Budget will include an allocation for reimbursement to ISE for any previously unreimbursed out-of-pocket expenses incurred by ISE related to organizing and opening the School, on behalf of Charter Holder or in furtherance of ISE's obligations hereunder before the opening of the School. Such payments will be made to ISE in eight (8) equal monthly installments commencing one (1) month after the commencement of this Agreement. Any amounts not paid at the end of such eight-month period shall be immediately due and payable and until such time of full and final payment shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly.

- (vi) Loans or Advances from ISE. Even though ISE may in its sole discretion make a Working Capital Advance or advance start-up costs, ISE has no obligation to advance or loan any funds to Charter Holder.

## 8. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION.

### 8.1 Proprietary Information.

Except as otherwise prohibited by State law, ISE owns and shall own all Proprietary Information, which is defined as all copyrights and other intellectual property rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, furniture and equipment, and software or other programs developed by ISE, its employees, agents, subcontractors, and any individual, including Charter School employees, working for or supervised by ISE. ISE will have the sole and exclusive right to license, modify or sell such materials for use by other schools, school districts, customers and/or clients. During the term of this Agreement, ISE may disclose such Proprietary Information, including that which is currently in existence, as well as that which may be created in the future at the expense of ISE. Charter Holder will treat all such Proprietary Information as though it were a trade secret and copyrighted, and will use such efforts as may be reasonably requested by ISE so as not to disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the term of this Agreement or at any time after its expiration, other than to the extent necessary for the implementation of this Agreement. Charter Holder shall require all School employees and agents to agree in writing that they shall disclose to any third party, publish, copy, transmit to any third party, modify, alter or utilize the Proprietary Information with ISE's prior written consent. Charter Holder will otherwise use such efforts as may be reasonably requested by ISE to assure that no School personnel or agent disclose, publish, copy, transmit, modify, alter or utilize ISE's proprietary Information without ISE's prior written consent. It is understood and agreed that materials created using public funds will not be considered "Proprietary Information" for purposes of Section 8 of this Agreement.

### 8.2 Treatment of Confidential Information.

The Parties agree to the following provisions:

- (i) Confidential Information. Charter Holder acknowledges that prior to this Agreement, ISE may have disclosed, and during the term of this Agreement, ISE may disclose, Confidential Information to Charter Holder, the School, and their directors, employees and agents. Charter Holder agrees that Charter Holder, the School, and their directors, officers, employees and agents will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information belonging to ISE to anyone, and that Charter Holder, the School, and their directors, employees and agents will not use Confidential Information for any purpose other than that which is provided for herein.
- (ii) Protection of Confidential Information. Charter Holder will preserve and take all reasonable precautions to prevent the disclosure of Confidential Information to any persons, entities, and/or firms other than those expressly authorized by ISE to receive such information.

- (iii) Use of Confidential Information. Charter Holder agrees that the Confidential Information: (i) will be used solely in furtherance of this Agreement, and will not otherwise be used for the benefit of Charter Holder or others; (ii) will not be copied or reproduced by Charter Holder, the School, and their directors, employees and agents without the express written permission of ISE, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement; and (iii) will not be disclosed to any third party without the prior written consent of ISE. Charter Holder agrees that Charter Holder will not knowingly infringe upon, or permit the School and its directors, employees and agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If Charter Holder becomes aware of any such infringement or alleged instance of infringement, Charter Holder agrees to immediately notify ISE promptly in writing and to take all reasonable steps to protect against further violation of its obligations under this Section 8.2.
- (iv) Return of Confidential Information. Within five (5) business days of the termination or expiration of this Agreement or upon request by ISE, Charter Holder will deliver to ISE any and all Confidential Information, including all written and electronic copies, in the possession or under the control of Charter Holder, the School, and their directors, employees and agents.
- (v) Right to Confidential Information. Except as required for performance of this Agreement, nothing in this Agreement will be construed to require ISE to provide, or entitle Charter Holder, the School, and their directors, employees and agents to obtain, any Confidential Information or any rights therein. Charter Holder agrees that these confidentiality obligations will survive the expiration or termination of this Agreement for five (5) years.
- (vi) Specific Performance. In addition to all of the remedies otherwise available to ISE, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this section, ISE will have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Sections 8.1 and 8.2. All of ISE's remedies for breach of Sections 8.1 and 8.2 will be cumulative and pursuit of one remedy will not be deemed to exclude any other remedies. Charter Holder acknowledges and agrees that ISE's rights under Sections 8.1 and 8.2 are special and unique and that any violation of Section 8.1 or 8.2 by Charter Holder, the School, and their directors, employees and agents would not be adequately compensated by money damages alone.

## 9. INDEMNIFICATION.

### 9.1 Legal Representation and Costs.

- (i) Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by one Party for the benefit of the other, each Party shall be responsible for its own legal representation and legal costs.
- (ii) Except where there is an actual or potential conflict of interest, Charter Holder and ISE shall fully cooperate with one another and their respective legal counsel in connection with any legal claim asserted against either of them.

## 9.2 Challenges to the Legality of this Agreement.

Should any claim, demand or suit be filed against Charter Holder and/or the School which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract or collective bargaining agreement binding upon Charter Holder and/or the School, Charter Holder agrees to promptly notify ISE and shall actively seek its assistance and participation in the defense of such claim.

## 9.3 Indemnity to Property or Persons.

- (i) Indemnification of Charter Holder. ISE shall indemnify and hold harmless Charter Holder, and its Board, employees, officers, directors, subcontractors and agents from any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, occurring or allegedly occurring in, on or about the School from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by ISE or by its employees, officers, directors, subcontractors, agents or by Charter Holder employees while assigned to and working in conformity with the supervision of ISE during the Term of this Agreement or any renewal thereof. Upon timely written notice from Charter Holder, ISE shall defend Charter Holder in any such action or proceeding brought thereon.
- (ii) Indemnification of ISE. Charter Holder shall indemnify and hold harmless ISE and its owners, employees, officers, directors, subcontractors, agents and authorized volunteers from any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, occurring or allegedly occurring from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by Charter Holder or by its employees (including the School employees), officers, Board, directors, subcontractors, or agents (including claims, demands, suits or other forms of liability actual or claimed of whatsoever kind or character including attorney fees brought against Charter Holder and/or the School) unless such conduct is committed by Charter Holder employees assigned to and working in conformity with ISE's supervision in the School. Upon timely written notice from ISE, Charter Holder shall defend ISE in any such action or proceeding brought thereon.

- (iii) Environmental Conditions. Charter Holder shall indemnify and hold harmless ISE and its owners, employees, officers, directors, subcontractors, agents and authorized volunteers from any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorney fees, for injury to property or persons, occurring or allegedly occurring or arising out of any environmental conditions existing or allegedly existing at the School and its Facilities, unless such conditions have been created by substances brought onto the site by ISE.

9.4 Statute of Limitations.

The foregoing provisions of this Section 9 shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

9.5 Limitation of Liability.

Notwithstanding any provision of this Agreement to the contrary, ISE shall not under any circumstances be liable for more than the aggregate amount of the Service Fees ISE received, if any, during the last twelve (12) months of the Agreement immediately preceding the occurrence of the event resulting in the imposition of liability.

10. LIABILITY INSURANCE.

ISE will maintain in force, at its expense, during the Term of this Agreement, any insurance so required of ISE by the Authorizer. ISE shall be reimbursed for the cost of such liability insurance by Charter Holder.

Charter Holder will maintain in force, at its expense, during the term of this Agreement, commercial general liability insurance, directors' and officers' liability insurance/employment practices liability insurance/Educators' legal liability insurance, sexual abuse liability insurance, workers compensation insurance, an umbrella policy and any other insurance required by the Authorizer, in such amounts and under such terms as required by the Authorizer. ISE, its directors, officers, employees and agents shall be named as additional insureds in such insurance policies.

Each Party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with this Section 10. Each Party will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMS AND TERMINATION.

11.1 Term.

This Agreement will commence [REDACTED], 20[REDACTED], and will terminate [REDACTED], 20[REDACTED] (the "Initial Term"), if not sooner terminated as provided herein. At the end of the Initial Term and each subsequent renewal period, the Agreement will automatically renew for an additional

one-year period unless either Party provides written notice to the other Party no later than February 1 of the second year prior to the expiration date of the then existing term of the Party's intention not to renew the Agreement. For example, if the Initial Term otherwise ends June 30, 2014, the Agreement will automatically renew for an additional one-year period unless either Party provides notice to the other Party of the intention not to renew the Agreement by February 1, 2013.

## 11.2 Termination.

Notwithstanding Section 11.1, this Agreement will terminate prior to its natural termination upon the occurrence of any of the following events:

- (i) Termination by Agreement. If the parties mutually agree in writing, this Agreement may be terminated on the terms and dates stipulated therein.
- (ii) Termination After ISE's Failure to Cure Breach. If ISE materially breaches any term of this Agreement including, but not necessarily limited to, (i) material failure to provide services required hereunder defaults in any of the terms of this Agreement; or (ii) ISE violates a material provision of the law which results in a material adverse consequence to Charter Holder or the School, then Charter Holder shall notify ISE in writing specifying the breach and setting forth a cure period of at least ninety (90) days, but otherwise running until the end of the School's current fiscal year ("ISE's Cure Period"). If ISE fails to cure the breach within ISE's Cure Period, Charter Holder, as its option, may terminate the Agreement effective immediately without further notice, upon the expiration of ISE's Cure Period.
- (iii) Termination After Charter Holder's Failure to Cure Breach. If Charter Holder materially breaches any term of this Agreement, ISE shall notify Charter Holder in writing specifying the breach and setting forth a cure period of ninety (90) days ("Charter Holder's Cure Period"). If Charter Holder fails to cure the breach within Charter Holder's Cure Period, ISE, at ISE's option, may terminate the Agreement effective any time after the end of the Charter Holder's Cure Period without further notice.
- (iv) Termination Without Cause.
  - a. ISE may terminate this Agreement without cause at any time prior to ninety (90) days before the opening date of the School ( [REDACTED], [REDACTED] ) upon the delivery of thirty (30) days advance written notice to Charter Holder.
  - b. After the Initial Term, either Party may terminate this Agreement without cause. However, the effective date of such termination shall not be any sooner than the end of the School's second fiscal year that ends coincident with or immediately following seventeen (17) months after the date notice of termination is provided by one Party to the other Party.



- (v) Post-Termination Payments. Subsequent to the termination of this Agreement for any reason, Charter Holder will remain liable to ISE for all fees incurred by ISE up to and including the effective date of termination, together with reimbursement to ISE for any previously unreimbursed out-of-pocket expenses incurred by ISE related to organizing the School, on behalf of Charter Holder or in furtherance of ISE's obligations hereunder. Any unpaid amounts to which ISE is otherwise entitled shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly, commencing as of the earlier of: (a) the date such payment was otherwise due under this Agreement or (b) the effective date of termination of this Agreement.

### 11.3 Termination Resulting From a Material Adverse Change/Failure to Achieve Minimum Enrollment Levels.

Upon the occurrence of a Material Adverse Change, ISE or Charter Holder may elect to deliver written notice to the other, triggering the provisions of this Section (a "Notice of Material Adverse Change"). Upon receipt of a Notice of Material Adverse Change, the Parties will promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement, alternative funding arrangements, etc.) to address the Material Adverse Change. If despite such good faith negotiations the parties are unable to agree upon an acceptable approach to address the Material Adverse Change, then either Party may elect to terminate the Agreement by delivering written notice of termination to the other at least one hundred eighty (180) days in advance of the effective date of such termination, or in such lesser time as is reasonable or mandated under the circumstances.

Pursuant to Section 6.4, ISE may elect to terminate the Agreement upon the failure to achieve the Minimum Enrollment Level during the initial or any subsequent year of this Agreement, including any renewals. However, before exercising its right to terminate the Agreement, ISE will initiate negotiations in good faith with Charter Holder to determine if a mutually agreeable amendment to the Agreement will address ISE's concerns, including, but not limited to, an increase in the applicable Service Fee. However, at any time during the negotiations, ISE may elect to exercise its right to terminate the Agreement by delivering written notice of termination to Charter Holder one hundred eighty (180) days in advance of the effective date of such termination, or in such lesser time as is reasonable or mandated under the circumstances.

Upon a termination due to a Material Adverse Change or failure to achieve and maintain the Minimum Enrollment Level, Charter Holder will immediately reimburse ISE for any previously unreimbursed out-of-pocket expenses incurred by ISE related to organizing the School, on behalf of Charter Holder or in furtherance of ISE's obligations hereunder and will otherwise promptly pay any unpaid Service Fees due as of the date of termination of this Agreement. Any unpaid amounts to which ISE is otherwise entitled shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly, commencing as of the earlier of: (a) the date such payment was otherwise due under this Agreement or (b) the effective date of termination of this Agreement.



#### 11.4 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Section, each Party will use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the School's fiscal year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the term specified above, absent unusual and compelling circumstances, the termination will not become effective until the end of the School's fiscal year. The failure of Charter Holder to timely pay ISE its Service Fees pursuant to this Agreement shall constitute an "unusual or compelling" circumstance warranting a mid-year termination in ISE's sole discretion.

#### 11.5 Assistance Following Termination by ISE.

In the event of termination of this Agreement by ISE, ISE will provide reasonable assistance to Charter Holder for the shorter of the remainder of the current School fiscal year or ninety (90) days after the effective date of termination of the Agreement, to assist in the transition to another school program. During such 90-day period ISE will be entitled to receive and Charter Holder will continue to pay ISE's Service Fee and will reimburse ISE for all expenses incurred by ISE in providing such transition assistance within five (5) calendar days of receipt of an invoice requesting reimbursement. Any unpaid amounts to which ISE is otherwise entitled shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly, commencing as of the earlier of: (a) the date such payment was otherwise due under this Agreement or (b) the effective date of termination of this Agreement.

#### 11.6 Disposition of Assets Upon Termination.

Upon the termination or expiration of this Agreement for any reason, Charter Holder shall immediately pay to ISE upon such termination or expiration, all amounts due to ISE hereunder, including, but not limited to, amounts owed in respect of the Service Fee, Working Capital Advances, other loans made by ISE, if any, and amounts due under ISE-assumed leases (if any) pursuant to Section 5.2(iv) above. All assets specifically purchased by Charter Holder shall remain the property of Charter Holder upon termination of this Agreement or as may otherwise be required by applicable State law. Otherwise, upon termination of this Agreement, the Proprietary Information and all other assets of ISE and its subcontractors shall be returned to ISE and its subcontractors, as applicable, subject to future negotiations of the Parties, e.g., payment of additional to-be-determined license fee or other amounts to use the assets after termination of this Agreement. (For purposes of this Section only, upon an allegation that ISE has not corrected a breach of this Agreement during the ISE Cure Period, Charter Holder and the School shall immediately return to ISE and its subcontractors the Proprietary Information and other assets of ISE and the subcontractors, even if the Agreement has not otherwise been terminated.)

#### 11.7 Remedies.

Except as otherwise provided herein and except for any breach of any obligation to make monetary payments to the other Party, the sole remedies for breaches of this Agreement

shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with this Section 11.

#### 11.8 Additional Termination Fees.

Notwithstanding any contrary provisions contained herein, if Charter Holder shall terminate this Agreement other than in strict compliance with Section 11.1, Section 11.2(ii) (Termination After ISE's Failure to Cure Breach) or Section 11.2(iv) (Termination Without Cause), Charter Holder shall pay to ISE within thirty (30) days of such termination a lump sum amount equal to the larger of: (a) the Service Fees that would have been paid to ISE if the Agreement had not terminated and had continued for the remainder of the Initial Term and any applicable renewal terms that became effective under Section 11.1 prior to the termination of the Agreement by Charter Holder or (b) the Services Fees that would have been paid to ISE for twelve (12) months subsequent to the effective date upon which termination of the Agreement occurs (the "Additional Termination Fee"). (For purposes of this calculation, the average of the monthly Service Fees paid or payable for the most recent twelve (12) months of the Agreement ending as of the end of the month two months previous to the termination of the Agreement shall be used.) The Additional Termination Fee shall be in addition to all other amounts then owed to ISE, such as the unpaid Service Fees through the date of termination of this Agreement, Working Capital Advances, unreimbursed expenses, and other obligations provided herein. Until paid, the Additional Termination Fee shall bear interest equal to the sum of: (i) monthly prime rate established in the Wall Street Journal plus (ii) one (1), compounded monthly, commencing as of the date such payment was otherwise due under this Agreement.

#### 12. MISCELLANEOUS

##### 12.1 Governing Law.

This Agreement will be governed by, construed, interpreted and enforced in accordance with the laws of State.

##### 12.2 Good Faith Effort to Resolve Disputes and Agreement to Mediate Disputes.

The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If, nevertheless, a dispute should arise in connection with this Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. In the event any dispute arises between Charter Holder and ISE concerning this Agreement, the parties agree to exercise good faith efforts and participate in confidential mediation, which will be undertaken within a reasonable timeframe and in a good faith effort to avoid litigation ("Agreement to Mediate").

- (i) Disputes Covered by Agreement to Mediate. The controversies, claims and disputes intended to be covered by this Agreement to Mediate include any and all controversies, claims and disputes arising out of this Agreement, including the operations of the School and claims and disputes that could be asserted in a court or before an administrative agency which are based on federal or State

statute, contract or common law. Notwithstanding the foregoing, claims not covered by this Agreement to Mediate include claims by ISE for injunctive or other equitable relief, including without limitation claims for unfair competition and the use or unauthorized disclosure of trade secrets or confidential information for which ISE may seek and obtain relief from a court of competent jurisdiction.

- (ii) Mediation a Pre-Requisite to Filing a Court Action. The parties understand and agree that mediation is a prerequisite to a court action being filed by either ISE or Charter Holder, with the exception of an action by ISE for injunctive or other equitable relief, described above. A mutually agreeable certified mediator will be selected and State law mediation procedures commonly utilized by mediators in the Target Area. Reasonable and necessary costs of mediation will be shared by the parties equally. The mediation process and statements made during mediation shall be confidential and not admissible as evidence in any State or federal court or administrative proceeding.
- (iii) Attorney Fees and Costs. In the event either Party files a lawsuit to enforce the terms of this Agreement, the prevailing Party in such lawsuit will be entitled to recover its attorney fees and costs incurred as a result of the lawsuit.

### 12.3 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement will act as a waiver of the right to enforce any provisions. Further, no waiver of any breach of this Agreement will: (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers will be strictly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement will constitute a waiver thereof. No waiver of any provision of this Agreement will be deemed or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated in writing signed by the Party charged with the waiver.

### 12.4 No Third party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of Charter Holder, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of, or failure to exercise any right of Charter Holder or ISE under this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

### 12.5 Negligent, Wrongful or Unlawful Acts of a Party.

Nothing in this Agreement will affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's directors, officers, employees, agents, or contractors.

### 12.6 Delegation of Authority.

Nothing in the Agreement will be construed as delegating to ISE any of the powers or authority of Charter Holder, which are not subject to delegation by Charter Holder under the applicable State law or under the Charter Contract. In general, during the Term of this Agreement, Charter Holder may not revoke or rescind any powers or authority granted to ISE hereunder. However, if it is judicially determined that applicable State law specifically withholds to Charter Holder or requires Charter Holder to withhold a particular power or right, Charter Holder may revoke or rescind such power or right granted to ISE hereunder by written notice to ISE, provided, however, that any such revocation will in no way impact the obligations of Charter Holder, including the obligation to make the payments owed to ISE, under this Agreement. Should any such revocation or rescission make it impossible or impracticable for ISE to perform its responsibilities under this Agreement, as determined by ISE in its sole discretion, ISE may immediately terminate the Agreement without further obligation or responsibility to Charter Holder or the School.

#### 12.7 Compliance with Laws.

Unless specifically waived by appropriate governmental authority, ISE and Charter Holder will comply with all applicable laws, rules, regulations, ordinances, order or requirements of the State and governmental authority relating to its delivery of the goods or services specified in this Agreement.

#### 12.8 Charter Contract Will Control.

Any provisions of this Agreement that are contrary to or conflicting with the Charter Contract will be superseded by the terms and conditions of the Charter Contract. However, the Parties agree to construe and interpret the terms and conditions of this Agreement as consistent with the Charter Contract.

#### 12.9 Charter Holder Access and Inspection.

ISE will make available to Charter Holder or the Authorizer for inspection and copying, upon reasonable notice, all books records, and document relating to ISE's obligations and performance under this Agreement, the operation of the School, and ISE's receipt and expenditure of funds under this Agreement.

#### 12.10 Notices.

All notices, consents and other communications ("Notices") which either Party may be required to desire to give the other Party will be in writing and will be given by personal service, telecopy, nationally recognized overnight courier service, registered air mail or certified mail (or by equivalent means) to the other Party at its respective address or telecopy telephone number set forth below. Notices will be deemed to be given upon deposit into the mail by the Party doing the notifying. Notices delivered by telecopy will be confirmed in writing by overnight courier and will be deemed to be given upon deposit into the mail by the Party doing the notifying.

ISE  
Institute for School Excellence  
212 West 10th Street, Suite D465  
Indianapolis, IN 46202  
Attention: \_\_\_\_\_  
Facsimile: \_\_\_\_\_  
E-Mail: \_\_\_\_\_

With copy to:  
Bose McKinney & Evans LLP  
111 Monument Circle, Suite 2700  
Indianapolis, IN 46204  
Attention: \_\_\_\_\_  
Facsimile: \_\_\_\_\_

Charter Holder

With copy to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_  
E-Mail: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_

#### 12.11 Defined Terms and Use of Terms.

All defined terms used in this Agreement will be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

#### 12.12 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and will have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

#### 12.13 Recitals, Appendices, Exhibits, and Schedules.

Each recital stated in this Agreement and each appendix, exhibit and schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any appendix, exhibits or schedules, the terms and provisions of this Agreement, absent the appendix, exhibits and schedules, will control.

#### 12.14 Entire Agreement.

This Agreement constitutes the entire agreement between Parties with respect to the subject matter herein, as of the Commencement Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements, expressed or implied, written or oral, between the parties are superseded hereby.

#### 12.15 Modifications and Amendments.

This Agreement (including any exhibits and schedules to this Agreement) may be altered, changed, added to, deleted from, or modified only by agreement in writing executed by the authorized officers of ISE and Charter Holder. Accordingly, no course of conduct or custom will constitute an amendment or modification of this Agreement. Any attempt to modify this Agreement orally, or in writing not signed by both parties, will be void. This Agreement may not be modified supplemented, explained, or waived by parole evidence.

12.16 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement will inure to the benefit of and will be binding upon the parties and their successors and assigns to the extent necessary to carry out the intent of this Agreement.

12.17 Counterparts.

This Agreement may be executed in counterparts, each of which will be deemed to be an original and both together will be deemed to be one and the same Agreement.

12.18 No Partnership.

This Agreement does not constitute, and will not be construed as constituting, a partnership or joint venture between the Parties.

12.19 Further Assurances.

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

12.20 Severability.

In case any one or more of the provisions or parts of provisions contained in this Agreement will, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability will not be affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement will be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part will be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

12.21 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement will be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to

the contrary. Both Parties acknowledge that they have consulted with independent legal counsel regarding this Agreement.

12.22 Survival.

All representations, warranties, and indemnities made in the Agreement shall survive its termination.

12.23 Confidentiality.

Charter Holder shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by federal and State law and by the Authorizer. To the extent that Charter Holder wishes to disclose this Agreement to an educational consultant, academic or university, auditor or accountant, Charter Holder agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to ISE. Notwithstanding the above, Charter Holder agrees not to provide a copy of this Agreement to a board member or prospective board member of any existing or prospective charter school.

IN WITNESS WHEREOF, Institute for School Excellence, Inc. and \_\_\_\_\_ have executed and delivered this Agreement on the dates written below.

**ISE**

**SCHOOL**

**Institute for School Excellence, Inc.**

\_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

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

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

1927664v5

**ATTACHMENT "A"**  
**Institute for School Excellence, Inc.**  
**Operating Principles**

**Charter Development**

Charter petition development  
Fiscal planning services  
Grant creation and submittal  
Support gathering from local entities  
Filings with Department of Education  
Organizational Structure  
Board Recruitment  
Community Engagement  
Enrollment and Recruitment

**Finance**

Budget development  
Fiscal planning  
Financial Policies / Procedures  
Audit and compliance preparation  
Local, state and federal reporting  
Cash flow management

**Operations**

Employee benefits  
Planning and management  
Talent management  
Career assessments  
Professional Development  
Policy development

**Business Services**

Building, land and site planning  
Facilities procurement  
Marketing  
Liability audit  
Efficiency management  
Vendor procurement and management  
Policy development  
Green policy development

**Technology**

Information Technology  
Hardware Procurement  
Technology Infrastructure / Wiring  
Hardware Interface



### **Curriculum and Instruction Services**

Programmatic development & sustainability

Direct Instruction

Classroom management

Professional development

ISE foundational structure supports and guides the school's leadership in developing the culture and climate needed to become a 21st century school of excellence. Protocols and policies within each area of accountability is provided to the Charter Holder and school leader with on-going capacity building provided to ensure effective implementation and use. Protocols serve as a tool to support accountability by ensuring successful, positive, rigorous, safe and appropriate programs, services and resources in place at Charter Holder's school. Academic achievement and social development are critical to the holistic development of the child. Development of character, as well as teaching children to respect themselves, others and their environment, and teaching the spirit of giving are critical elements within the model.

The following parameters guide the partnership between ISE and the Charter Holder in maximizing success:

### **Charter Development**

- Charter application is well-written and appropriately filed with authorizing agent;
- Start-up grants are written and timely in submission;
- A governance structure guides the partnership which includes, in hierarchical order - Charter School Board of Directors, ISE Board of Directors and School Director; and all of whom are guided by the laws of the State;
- All Protocols have been reviewed and approved by the Board of Directors for Charter Holder, and will be subject to ongoing and recurring review to ensure continued alignment with effective practices and fit with Charter Holder's needs;
- School name will be the Eunoia School of Excellence;
- ISE will guide recruitment and enrollment practices and timelines to ensure target enrollment is met;
- ISE will work with Charter School Board and School leadership in developing and maintaining marketing and public relations within the community to support and grow partnership, enrollment, support and awareness of School's vision; and
- ISE will solidify all dealings, vendors and contracts regarding the Home & Solace Program.
- ISE will manage and supervise all staff and faculty
- **Measuring standard: 100% State Compliance**

### **Finance**

- Financial policies and protocols are in place to ensure and support sound fiscal practices;
- School's five-year budget is completed and reflects a positive net change in assets;
- ISE work with the Charter School Board and School leadership in the review and design of strategic plans for continuing educational and financial benefit of Charter Holder and the School;
- ISE works with School leadership and board in identifying, writing and submitting grants that support and enhance School programs; and

- ISE works with School leadership in maintaining appropriate cash flow
- **Measuring Standard: Will maintain a balanced budget**

### Operations

- ISE provides the protocols within the design and model for the School's educational program;
- ISE provides protocols and policies for the six major areas of operation – (a) Charter Development / Facilities, (b) Finance, (c) Operations, (d) Business Services, (e) Technology and (f) Curriculum/Instruction
- ISE educational programs will be aligned with and in compliance with all applicable State standards and requirements relative thereto;
- A partnership will form in the growth and development of School going forward, and will be comprised of School leadership and staff, Charter School Board and ISE;
- Implementation of or modifications to educational programs, protocols and policies are subject to the written approval of the Charter School Board and ISE;
- Human Resource practices and policies are in place to ensure equitable practices and compliance;
- Professional Development programs and training will guide and inform the growth of leadership and staff in all areas of operations and instruction; and
- **Measuring Standard: 4-5 Sigma – Maintain a diverse staff with a balanced mix of experienced and entry-level teachers and staff, and performance reviews at 80% or higher average for all areas of job performance.**

### Business Services

- Source and identify appropriate site for School's facility and campus;
- Serve as a 'clerk of the works' in fiduciary oversight and timely completion of facility build to spec;
- Ensure demographic profile reflective of urban, high needs' community and students;
- Monitor and maintain Charter Holder carbon footprint through building systems and waste procedures to ensure alignment within green360 Movement standards;
- Facilitate and maintain current and strategic marketing materials for use in telling the School's story, recruiting students and staff, and growing awareness for the School; and
- Recruit, vet and select necessary and suitable vendors to support School's operations, ensuring vendors are reflective of the community served
- **Measuring Standard: 4-5 Sigma**

### Technology

- ISE will develop a technology plan that supports the School's model and ensure successful operations;
- ISE will work with School in identification of hardware to support school's instructional model;
- Implementation and training of a web based data management solution that will provide analytical overview of all school functions in an aggregated or disaggregated format;
- Provision via a teacher resource that will house, compile and suggest lesson plans based on teacher input and the spiraling curriculum; and
- Align technology within curriculum standards and promote 21st century learning to students;
- **Measuring Standard: 99.8% network up time**

### Curriculum / Instruction

- Goals in all areas are set high and detailed standards and measurable indicators guide successful realization;
- An accountability plan will be developed within the first year of operations with baseline data and benchmark targets established to guide operations and instruction, and in alignment with goals within the charter contract;
- Mastery in all academic areas as outlined by the Core Knowledge Sequence and state standards is expected; See School Excellence Standards

#### • **Measuring Standard: Accountability Plan Baseline and Benchmark Targets\***

**\*To be developed within first year of operations.**

An effective system of accountability is in place to ensure that students perform to their highest possible ability, and to ensure success of the school as a business and service to the community it serves. The School, its Director and staff, are responsible for the daily operations of the School. ISE ensures success with frequent checks and balances to guide and monitor –

- A data submission calendar will guide deliverables in the form of reports, data, financial stats and operations reports;
- Annual planning and preparation of schedules, budgets, entitlement grants completed in conjunction with School Director and ISE, and presented for approval to the Charter School Board;
- Monthly compliance meetings to include Authorizer, Director and ISE Staff;
- Professional development plan that provides a decreasing frequency plan over time. Details during year one include-
  - o Intensive summer training during three weeks prior to start of school. Topics include but are not limited to:
    - Project Based / Thematic Units
    - Integrated Curriculum
    - Behaviors for Learning
    - Developing Critical Thinkers / Cognitive Rigor Across the Curriculum
    - Character Development - Character First / Project Wisdom
    - Responsive Classrooms
    - Morning Meetings
    - Step Up to Writing
    - Everyday Math
    - Developing Learners as Technological Thinkers
    - Using Data to Drive Instruction
    - Developing Independent Learners
    - Individual Instructional Plans
  - o Weekly professional development co-led by ISE and Director. Topics will focus on, but are not limited to:
    - Designing Higher Level Lessons
    - Technology Based Classrooms
    - Developing Lessons with Rigor
    - Work / Literacy Stations
    - Teaching in an Integrated Design

- o Monthly professional staff meetings led by School Director and supported by ISE
- o Quarterly intensive professional development and data digs co-led by ISE and School Director;
  - Quarterly Board Meetings facilitated by Board and supported by Charter Holder Director and ISE; and
  - Annual audits of major programs and services provide a lens for ensuring compliance, and maintaining accountability of baseline and benchmark goals

Communication and assessment is ongoing and critical to success. Post-secondary education and training is the goal for every student.

Institute for School Excellence, Inc. ("ISE") uses a variety of accountability tools that measure performance in areas such as education, teacher quality and student achievement, fiduciary management of resources, community engagement and organizational viability. The following guiding questions will serve as the foundation within the context of accountability:

- Is the educational program successful?
- Does the organizational leadership provide effective direction toward attainment of goals?
- Is the School providing appropriate conditions for maximizing student learning?
- Is instruction focused on maximizing each student's potential?
- Is the culture conducive to success of the mission?

State assessments will serve as one standard in measuring student achievement. Work with the School in setting benchmark targets by grade level and area of content against baseline data will begin the process of measuring growth over time. Charter Holder believes strongly that reading and math form the foundation for developing skills, and provide each student with the knowledge and wisdom to be successful in a global society. State assessments provide a lens for examining student, grade and school level skills in reading and math, as well as other core content areas.

The following parameters guide accountability for student achievement:

- Within the School's charter application and/or application for conversion to the charter school, the State assessment used for measuring Adequate Yearly Progress under No Child Left Behind will be identified with frequency, core content and grade level requirements clearly articulated to Charter School Board;
- Within 30 days of release of state assessment data to local school, disaggregation of data will be presented and explained to Charter School Board and ISE. Data will be disaggregated by-
  - o District / School specific data by state ranging comparable to Pass, Pass+, Did Not Pass
  - o District / School specific indicators by grade level and core content area and standards, as available
  - o Grade level specific data by core content area
  - o Classroom / Teacher specific data by core content area / broad standards a Comparative analysis against state and local norms
- The School will present state assessment data during first year of operation to serve as baseline data;

- The School will set benchmark targets for growth using baseline data and present to the Charter School Board by end of first year of operation;
- Comparison with local schools of similar demographic profile will provide a lens for comparative analysis;

Benchmark targets will be set by grade level and core content areas.

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# Office of Charter Schools **BALL STATE UNIVERSITY**

## Charter Schools Institute Due Diligence:

### Determining an Educational Management Organization's (EMO's) Capacity to Provide Services

**Name / Address of EMO: Institute for School Excellence, Inc.**

#### Contact Information of Person Completing Form:

Name: Michelle Thompson, Ph. D.

Title: Executive Director

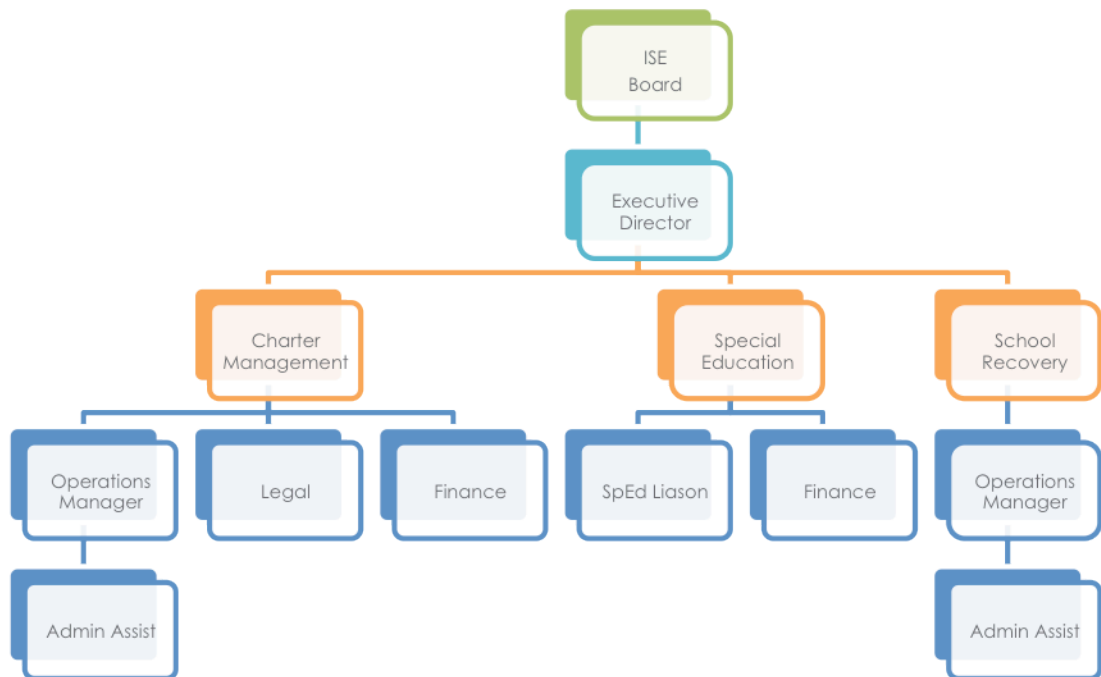
Phone/Fax: 317.623.3162

E-mail: **michelle@schoolexcellence.org**

#### I. Understanding the Organization and its Structure

A. Please provide the information about the EMO:

2. An organization chart of the EMO and staff roster including job titles and descriptions and qualifications.



3. The form of entity (for-profit corporation, non-profit corporation, limited liability company, etc.). And if applicable, evidence of the entity's tax-exempt status under section 501(c)(3) of the Internal Revenue Code;

- a. **Institute for School Excellence is a registered Indiana 501(c)(3) non-profit**

4. Legal counsel for the EMO, and contact information;

- a. **Bose, McKinney and Evans  
111 Monument Circle  
Suite 2700  
Indianapolis, IN 46204**

5. A written statement regarding the CMO's experience in providing educational services, the types of educational service to be provided and the CMO's educational philosophy;

- a. **The Institute for School Excellence is a non-for profit organization (261695802) that combines the vision and expertise from dual perspectives – education and business. ISE focuses on School Management, Special Education and School Recovery.**

**ISE brings 30 years of expertise and effective practices in impacting change through education options. ISE has worked in schools across the globe, in five countries – South Africa, Venezuela, India, Mexico and the United States, and joined the charter school movement with Indiana's inception as the 37th charter state in 2002.**

**Guiding school design, developing systems and structures, curricular models and leadership development are at the forefront of our organizational expertise. ISE has worked intensively in the launch of several schools and is sought after for schools in both start-up design and crisis resolution.**

**Curtailed within our service offering ISE also offers 12 years of experience in business infrastructure and information technology. Operating a school as an efficient business model around the core offering of creative and thematic curriculum is the pinnacle of School Excellence, showcasing Six Sigma practices and strategies in every aspect of operations and support.**

**Our team offers sound education and business solutions for schools, educators and accountability agents.**

6. A mission statement;

- a. **The mission of Institute for School Excellence is to offer a world-class education that celebrates and develops underserved urban children in an enlightened environment, nurturing creativity, fostering growth, developing responsibility and promoting collective stewardship. ISE incorporates innovative techniques to enhance life-long learning through**

**use of multi-platform technology, varied instructional strategies, multiple intelligences, interdisciplinary curricula, and diverse cultural backgrounds.**

7. A list of the members of the board of trustees or directors, board officers, by-laws and meeting schedule;

- a. Dr. Michelle Thompson, Executive Director**
- b. Rod Bohannon, Board Chair**
- c. Patricia Riley, Vice Chair**
- d. Claudette Kemp, Secretary**
- e. Donna Daniel, Treasurer**
- f. Holly Guzman, Board Member**

7. The most recent annual report –

**2010 990 Attached**

8. A list of schools that contract with the CMO, including their location, length of relationship, and contracted services.

- a. Eunoia School of Excellence – CMO**
- b. The Project School Indianapolis – Special Education (4 years)**
- c. The Project School Bloomington – Special Education (4 years)**
- d. Padua Academy – Special Education (2 years)**
- e. Andrew Academy – Special Education (2 years)**
- f. Stonegate Early College – Special Education (3 years)**
- g. Hope Academy – School Turnaround (1 year – 2006), Special Education (4 years)**
- h. Flanner House Elementary – Special Education (4 years)**

- B. Please provide answers to the following questions:

1. What are the services this CMO generally provides?

- a. Charter Development**
  - i. Charter petition development**
  - ii. Fiscal planning services**
  - iii. Grant creation and submittal**
  - iv. Support gathering from local entities**
  - v. Filings with Department of Education**
  - vi. Organizational Structure**
- b. Finance**
  - i. Budget development**
  - ii. Fiscal planning**
  - iii. Audit and compliance preparation**



- iv. Local, state and federal reporting
    - v. Cash flow management
  - c. Human Resources
    - i. Employee benefits
    - ii. Planning and management
    - iii. Talent management
    - iv. Career assessments
    - v. Professional Development
    - vi. Policy development
  - d. Business Services
    - i. Building, land and site planning
    - ii. Facilities procurement
    - iii. Marketing
    - iv. Information Technology
    - v. Liability audit
    - vi. Efficiency management
    - vii. Vendor procurement and management
    - viii. Policy development
    - ix. Green policy development
  - e. Curriculum Services
    - i. Programmatic development & sustainability
    - ii. Direct Instruction
    - iii. Classroom management
    - iv. Professional development
2. How does the CMO support schools' selection of curriculum materials, and curriculum development and/or modification?
- a. **The CMO selects curriculum and promotes teaching methods consistent with best practices and intense research. Changes to the aforementioned are typically deployed prior to the schools next year to avoid mid year interruption – unless the change is critical to student/teacher success mid year. The CMO will consistently vet new and trending curriculums and practices while supporting the recommendations of the Schools staff.**
3. How does the EMO support the development of instructional leadership?
- i. Who is responsible for professional development?
    - 1. Dr. Michelle Thompson**
  - j. Who is responsible for supporting schools' professional development for teachers?
    - 1. Dr. Michelle Thompson**
  - k. How are needs determined and who sets the agenda?

**1. Needs are determined by extensive data mining, annual audits of processes and programs, student achievement and teacher input.  
Dr. Michelle Thompson**

4. Does the CMO select the school leader?
  - i. **Yes**
  - b. If so, does the school's board have a role in approving the leader?
    - i. **Yes**
  - c. Does the school leader report to the CMO?
    - i. **Yes and the School board**
5. What arrangements are made for a school's separation from its CMO? Are any of the curricula or assessments proprietary? Would they be withdrawn from the school?
  - a. **Please refer to the CMA for the legal dissolutions parameters. Yes some aspects of the school curricula will be proprietary. The School will be afforded to license/purchase said curriculums for a fee.**
6. What type of fundraising does the CMO provide for the school(s), if any?
  - a. **ISE provides fund raising via direct funds, grants, leveraged relationships and special financing options. ISE also provides all of the marketing for the School to ensure its students, families, community and stakeholders get maximum exposure.**
7. How is the CMO evaluated both by its board and its schools?
  - a. **Performance based assessment.**

**II. Understanding the Organization's Funding**

**A. Please provide a copy of the following:**

1. Accounting firm for the EMO, and contact information;
  - a. **Tiepen, Selanders, Poynter and Ayres PC  
7340 East 82nd Street, Suite A  
Indianapolis, IN 46256**
2. The organization's banking institutions and the organization's most recent financial statements (preferably audited) together with most recent audit report;
  - a. **Teachers Credit Union**
3. The EMO's most recently filed IRS Form 990, Form 1120S or other federal tax return;
4. The organization's current business plan and associated projected financials. (A plan covering less than five years should be supplemented with additional information.

Also, if not already clear in the plan, please provide a supplemental narrative explaining the growth assumptions of the organization.)

B. Please provide answers to the following questions:

1. How is the CMO paid by schools? Does it charge fees for specific services or does it, in essence, “sweep” all school revenues?
  - a. **CMO fee. Revenues for the year times nine percent (9%) for years one (1) through three (3) of the Agreement, and seven percent (7%) for years four (4) and beyond of the initial term of the CMA. Upon renewal of the Charter Contract with the Authorizer, the percentage will decrease to five percent (5%) of applicable revenues per year.**
  - b. **Turnaround Schools Contract – ISE contracts directly with the school based on site visit / audit and sets a plan of action. Prior projects are a fiscal year in length and a total project cost spread across length of contract with monthly recurring invoices of equal increment.**
  - c. **Special Education – For all participating schools, Part B funds flow through one selected LEA and then to ISE. ISE contracts all direct services and remunerates all contractors for services by school.**
  - d. **Special Education Teacher of Service – Participating schools State APC funds flow to the school then to ISE to remunerate the ToS on monthly recurring schedule.**
2. What philanthropic support does the EMO receive? What is the EMO’s relationship with each philanthropic organization? To what extent is the EMO dependent upon philanthropic support? **ISE foundation and grant support are specific to the schools we serve at this point. As the organization grows, philanthropy and partnership services will be identified to support an aggressive growth plan.**
3. Is this philanthropic support extended to schools? How does the EMO decide which school gets what funds, and how much? **ISE foundation and grant support are specific to the schools we serve at this point. As the organization grows, philanthropy and partnership services will be identified to support an aggressive growth plan. Should an RFP become available that is unique to a specific school, the school is made aware and arrangements determined to complete the RFP. ISE has contracted with schools to complete such applications.**
4. Who is responsible for developing the EMO’s budget? If the EMO plays a role in the school’s budget development process, what is it and who facilitates it?
  - a. **Dr. Michelle Thompson, Board Treasurer, Bookkeeper, and Tiepen, and Accountant collaborate in building each fiscal year budget prior to board review and approval.**

5. Does one company do all the payrolls for each school?
  - a. **ISE utilizes PayChex. Each school has their own payroll company.**
6. Does the EMO own the buildings of its schools? If so, what is the lease arrangement?
  - a. **Yes, lease with FMV buy back option.**
7. Will the EMO be lending funds to the charter school, and if so, under what terms?
  - a. **Preferably not. As the organization grows, this may be an arrangement articulated in the CMA.**
8. Have any of the schools under the EMO's management been cited on audits or are on fiscal or other probation or in bankruptcy? If so, provide documentation (audit summary or report, etc.).
  - a. **No**

### **III. Understanding the Organization's Plans for the Future (at least five years)**

- A. Please provide a copy of the organization's 5-year strategic plan and including plans for more schools beyond those currently under consideration.
- B. Please provide answers to the following questions:
  1. How do you find sufficient numbers of qualified instructional and other staff for additional schools and for EMO?
    - a. **Career fairs, philanthropic networks, and contracted services.**
  2. How has the EMO built base office support systems for both the EMO and for the schools, i.e. technology, special education, human resources, etc.
    - a. **By making strategic alliances that people the needs of the Schools and the ISE inline with their mission to serve said communities.**
  3. Where do teaching/leadership candidates come from? Who decides which school gets which candidates and what is the process?
    - a. **ISE has worked with Teach for America, Core Knowledge Foundation and national and local charter school organizations in its recruiting process. Selection is a collaborative process between CMO and School Board/Director**

### **IV. Reviewing the Academic Performance of Schools Supported by the EMO**

- A. For schools supported by the management organization, please provide:

1. A description or summary report(s) of the academic performance in English language arts and mathematics over the last three years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results;

**a. Hope Academy – Hope is the first recovery high school in the State. In 2009 – 2010 (35 students), 2010 -2011 (32 students). 47.4% of students passed both Math and E/LA. Hope has maintained an attendance rate of 90+% each of the past three years. Student subgroups are too small to report student achievement data by subgroup.**

2. Comparable state assessment results for the district in which the school is located.

**Only 44.4% of students passed the Math and English/Language Arts. This is significantly below the 70.2% State average. With IPS graduate rates still below state average and dropout rates on the rise, the district is struggling. With less than 50% of IPS students meeting the minimum performance expectations, ECSoE's goal is to exceed the district's state average for each grade level, but to match or surpass the state's average. An accountability plan guides baseline and benchmark targets for the School.**

B. Please provide answers to the following questions:

1. Does the EMO have performance goals for schools it supports? If so, what are they?

**Accountability plans guide each school's performance and are set specific to assessment data tracked and required.**

2. What is the role of the EMO in cases where a school does not meet the academic performance goals?

**If the school with whom the CMO is contracting does not meet performance goals, an understanding of what led to the outcomes is critical. Understanding the depth of data the School leader and staff have is important to set a plan forward. More frequent monitoring, staff training, and oversight is required with the School's leadership and staff. The level of oversight and frequency is specific to the need. Understanding barriers that may impede the school meeting its targets is important – lack of leadership driving student achievement and process, how data is analyzed and used, ownership by staff and students, frequency of 'data analysis' and instructional design all feed in to academic achievement. It is not a shot in the arm and must be guided with all pieces understood and working together. ISE guides that process.**

3. Have any schools under the EMO's management been closed or not renewed? 0



# ISE Business Plan: 2008

## Executive Summary

### The Problem

Americans now trail far behind Europe and Asia by every measure of scholastic achievement—especially in math and science—despite spending far more than any other country on education for our public schools. The top 5% of our students are matched academically by 50% of those in Japan. In algebra and calculus, the Japanese and the Chinese double our academic success.

Only 41 percent of a student's day is spent on basic academics in the public schools of America. Students in Japan and Germany spent 250% more classroom hours on basic academics every year—while Americans are in sensitivity training—and are assigned three times the homework.

25% of our high school graduates can barely read their diplomas. Nationally, 40 percent of fourth graders cannot read a simple children's book; among blacks and Hispanics, that proportion is as high as 65 percent. America has seen a 50 percent drop in the number of students who score over 700 on the SAT verbal test in the last 45 years—back to exactly when the teachers' unions rose to power through changes in state laws regarding collective bargaining.

The aforementioned is due to a plethora of factors: underserved student population, unqualified teachers, weak administration and a hindered socio-economic system

We need to build an educational model that works with underserved urban students, supports parent involvement, contains strong administration and simply becomes the beacon for the community it serves.

### The Solution

One powerful way to improve Indiana's public education system is to increase the supply of small, high-quality alternatives to the current schools. Research has shown that student performance increases when students are educated in smaller environments where they know and are known by their teachers. When parents have meaningful choices, they can select a school that best meets the needs of their child. Furthermore, by going through the process of choosing a school, parents get more involved in their child's education. This is a powerful combination that has traditionally only been available to those who can afford to send their students to private or parochial schools. To alter the system, real choices must be made available to families at all socio-economic levels.

For that choice to be effective, parents must have: 1) a reliable supply of high quality alternatives; 2) reasonable access to those schools and 3) information to make informed choices about which school will provide the best education for their child's individual needs.

In an effort to increase the supply of high-performing schools, in 2001 Indiana passed legislation that authorizes the creation of charter schools. A charter school is a public school that has been given freedom from state educational regulations. In exchange,



the charter school is fully accountable for its educational results and fiscal solvency.

Charter schools receive funding from the state, according to a modified per-pupil formula used to fund non-charter public schools. Charter schools have no admission requirements, are non-sectarian, and do not charge tuition.

Charter schools are an important mechanism for increasing educational choices for all Hoosiers. Other efforts to increase supply, access and information will undoubtedly continue to be an important part of education reform efforts nationwide.

While a number of efforts have been made to improve the system and provide choice, supply is limited and there are a number of shortcomings with current alternatives.

### **Public school reform efforts**

While many local public schools are inadequate, even the most impoverished areas have a few schools that excel. To improve performance, some public schools adopt a whole school reform model, working with school reform support providers such as Coalition for Equitable Schools, or Accelerated Schools. Other public schools adopt a specific curriculum (i.e. Success for All) to improve student performance; often these programs also require changes in pedagogy, scheduling, staff development, student grouping, and assessment.

These approaches to school reform have mixed results: some schools have experienced tremendous improvement, while others are no different. Changing existing systems is extremely difficult, very time-consuming, and often less effective than starting anew. Some districts have tried to address this challenge by creating some choice within the district, through magnet schools, schools within a school, and "small autonomous schools." These initiatives, when supported internally by teachers unions, can be effective; sometimes they are still saddled with bureaucracy or programmatic constraints.

### **For-profit charter schools and management contracts**

In other states, for-profit school management companies have been established to take advantage of the nationwide charter school business opportunity. However, the average per-student funding fluctuates per state in that most companies have chosen not to venture into because operations would be unprofitable. It is often politically difficult for for-profit companies to operate charters, since many parents and educators fear that for-profit companies might focus on stockholder returns to the detriment of educational quality and student achievement. Many for-profit companies have the advantages of scale, experience, and funding from the private sector.

### **Not-for-profit individual charter schools**

Charter schools hold tremendous promise for improved public education. Many of the 45+ charter schools in the Indiana have strong support from the community they serve, and some have demonstrated educational results. However, individual charter schools are usually small, stand-alone programs designed to serve a specific neighborhood, not to change the system. They typically lack the interest, financial backing and political

force necessary to change Indiana's public education landscape more broadly.

### **Not-for-profit Charter Management Organizations**

Charter management organizations (CMOs) are centrally managed systems of charter schools that can leverage the benefits of scale and experience. CMOs can take a number of different approaches to organizing and managing the education program, governance, and business functions; managed correctly, they can increase school quality and consistency, increase the leverage of organizational resources and expertise, and attract and develop new educators and leaders. The sector has attracted the interest of many education philanthropists. CMO's also don't manage by the same decentralized and political circles districts do. Additionally, CMO's can run very efficiently on a small number of support staff.

### **The Business Model**

Institute for School Excellence is at an important juncture - proving that a lean staff can effectively and purposefully manage a network of charter school. Even more than its founding, the organization's work has tremendous potential to catalyze change in the public education system statewide. As a result, ISE has honed its strategy to reflect its refined views on what is needed to create change in Indiana and what the organization's role will be in that change.

1. ISE must open enough schools in underserved neighborhoods to provide real choices for families and demonstrate superior academic achievement in these schools. ISE's "Harmony of Action" describes the activities required to achieve this direct impact in ISE's targeted communities.

2. Then, ISE must leverage its success to improve student achievement for all students in Indiana. This impact would be indirect, but broader. The "Theory of Change" describes how ISE plans to translate its direct impact into systemic change.

### **ISE's Theory of Harmony – Achieving direct impact**

ISE's Theory of Harmony focuses on creating a critical mass of high-performing schools in strategic geographies. Geographies are selected for their demonstrated need, fit with ISE's strategy, and ISE's ability to open schools there.

In each of these geographies, ISE must:

1) Cultivate a positive environment for starting ISE schools by building relationships with local districts, improving the legislative environment for charter schools, and working with others to solve systemic obstacles to charter growth.

2) Create community demand for ISE schools (Eunoia Charter Schools of Excellence), by educating and informing parents, students, and community leaders about charters, the power of choice, and ISE.

3) Deliver consistently superior results in those schools, by attracting and developing talented educators, ensuring that the education design is effective, and using data well.

4) Provide appropriate support for schools from the home office, by providing administrative and operational support, creating physical environments conducive to learning, and ensuring a strong funding base.

ISE believes that these four tasks, well-executed, will lead to its Intended Direct Impact of demonstrating superior achievement and providing choice in the neighborhoods where ISE operates.

### **ISE's Theory of Transformation – Achieving broader impact**

With starting its network of high-performing schools, ISE seeks to have broader impact using three indicators. First, ISE seeks to create district change within its selected geographies, by influencing, and modeling transformation. In addition, ISE seeks to build capacity among other educators, charters, and CMOs, which collectively will create a statewide network of high performing schools. Finally, ISE will advocate for changes in educational policies, practices and institutions in Indiana. Together, these three activities will create the changes necessary for improved achievement for all Indiana students.

#### *District transformation*

ISE aims to influence districts to alter their practices to improve student achievement. Specifically, ISE encourages districts to create more choices for students and more flexibility for educators, with the goal of improving schools and student achievement. ISE does not promote a specific education design or curriculum.

#### *Capacity building*

The growing number of charter management organizations is another important factor in education reform, one which can help ISE multiply its own impact. As an innovative CMO in Indiana, ISE has already addressed some of the challenges that other organizations have yet to face; this experience can be used to accelerate the creation, growth and efficacy of other charter organizations. ISE has and will continue to provide technical assistance to other charter organizations nationwide. ISE shares policies, procedures, curriculum, and other information; ISE executives serve as mentors to other charter leaders. ISE believes that its support will help other charter organizations create change in how they work, and the resulting number of high-performing schools will serve as a platform for promoting statewide change.

#### *Advocacy*

Improvement in Indiana's educational policies, practices and institutions is essential if ISE is to accomplish its ultimate vision of increasing statewide student achievement. Therefore, ISE will also engage in advocacy to bolster education reform efforts. ISE will increase public awareness of charters as a lever to improve education opportunities, join advocacy campaigns, and participate in government decision-making entities.

### **Growth Plan**

To accomplish its strategy, ISE plans to grow to 50 (10 in each state) schools, primarily in four strategic geographies: Indiana, Illinois, Michigan, and Pennsylvania. A few new schools may also be opened in New York, as part of strategic initiatives. This approach of

concentrated growth is designed to lead to both the direct and indirect impact that ISE seeks.

**Growth target: 50 schools**

ISE believes that impact will require scale, and that at 50 schools, it will be:

- 1) big enough to be relevant in Indiana, and
- 2) big enough to reach financial sustainability, but
- 3) small enough to preserve flexibility, culture, and values.

*Relevance:* Being relevant in Indiana will require ISE to serve a high number of disadvantaged students, face similar challenges as school districts, and attract the attention of legislators. At 50 schools, ISE will be a “top five” district in terms of number of schools serving low income students, and a “top 10” district in terms of number of low-income students served.

At 50 schools, ISE will be larger than 80% of the districts in the US (regardless of student population), and will have faced many challenges that districts confront. This experience will provide credibility in the eyes of district officials and state policy makers.

*Financial sustainability:* ISE has always intended to become financially self-sustaining with state, federal and local per pupil funding, without additional philanthropy to cover the recurring costs of school, home office, and regional office operations. (ISE expects to continue to require philanthropy to cover the costs of starting new schools.) Based on financial projections, ISE will reach that point of sustainability at about 10 schools.

*Culture:* ISE feels that at 50 schools, it will still be small enough to preserve its high quality, flexibility, culture and attention to the individual students, families and stakeholders.

**Strategic Clusters: Indiana, Illinois, Michigan, and Pennsylvania**

ISE has always believed that geographic concentration is essential to maintaining high quality, ensuring operational efficacy, and maximizing potential impact. Educators within a smaller geographic area can more easily visit each other, share best practices, and build collaborative relationships. Schools can share special subject teachers, and instructional coaches can spend more time in schools rather than in transit.

Clusters of schools can take advantage of economies of scale to reduce operating costs (i.e. recruiting, purchasing). Word-of mouth among satisfied parents and fulfilled teachers makes enrollment and recruiting more effective, and builds community support for additional schools. Starting new schools in an area is easier after the first one has been proven a success. A cluster of schools in an area is also more likely to spark change in the system simply because it will have a greater presence and share of mind among educators, legislators, and parents.

ISE envisions that each cluster, once fully completed, will have between 8-10 schools, and would include several feeder patterns of elementary and secondary schools. Each cluster will be built at a moderate pace, over about 10 years. Early growth will emphasize K-8 schools; grade 9-12 campuses will be added over time to accommodate new grade

levels of enrolled students. Grade distribution between campuses can be temporarily flexible and may also vary depending on the needs of the community.

The organization has selected four geographic areas in which to build clusters. ISE already has a presence in three of those areas: Indiana, Illinois, and Michigan. A fourth strategically critical area, Pennsylvania, will be added.

Individually, each geographic area matches ISE's criteria. Together, they maximize the likelihood of ISE's achieving its ultimate vision. These selected geographies:

- 1) Have a demonstrated need
- 2) Fit with ISE's strategy
- 3) Are places where implementation is extremely favorable

#### *Demonstrated need*

Part of ISE's mission is to educate kids who are not well-served by the existing educational system. As a result, ISE targets neighborhoods where 1) a high percentage of students receive free or reduced lunch, 2) many schools have low relative API rankings, and 3) many schools are closed or crowded.

#### *Fit with the strategy*

Individually and collectively, ISE's target geographies will maximize the organization's ability to execute its Theory of Transformation. Catalyzing *district transformation* through collaboration is most likely in areas with some smaller districts, where a cluster of ISE schools would be more visible. ISE plans to focus on districts in the Midwest to increase concentration. ISE's impact through *capacity-building* will be proportional to the number of other organizations in any given area. Most of ISE's advocacy work will be done through partners such as local charter groups such as Indiana Public Charter Schools Association. However, ISE also plans to work directly with decision makers, influencers, and advocates for change. A presence in the Midwest, will increase ISE's visibility among stakeholders and legislators.

#### *Ability to implement*

Each of the selected geographies has conditions that will make it possible to develop a cluster of schools. ISE's ability to implement is influenced by many factors, including: availability of facilities, predisposition of districts towards charters, presence of implementation partners, and interest among investors. Although each district poses unique implementation challenges, ISE believes it will be able to execute its strategy in each of the chosen geographies.

### **Strategic initiatives**

In addition to the four primary geographies, ISE will pursue smaller-scale strategic initiatives in New York.

New York, with a considerable proportion of low income students and high concentration of existing charters, presents a unique opportunity to test the effects of clustering at a smaller scale. ISE plans to establish 1-2 new schools in the area. Lessons

learned from ISE's continued work will inform ISE's broader strategy as it continues growing.

As one of ISE's first geographies, Indiana has demonstrated the importance of high quality small schools in communities. ISE expects that Indiana will continue to serve as a laboratory for informing ISE's strategy. Indiana schools will continue to play an important role as ISE perfects its design, adds supplemental programs, and refines its strategy.

### **Scale within geographies: 10% of enrollment**

ISE aims to enroll about 10% of students in selected geographies, in order to:

- 1) create change within the district(s)
- 2) reach a minimum efficient operating scale for its regional offices

Research indicates that when 5-10% of students are enrolled in schools of choice, districts change in ways that increase student achievement.

To operate efficiently, ISE needs seven or more schools in each region. This assumes that, of ISE's 9% overhead charge, one-third is used to cover home office costs and two-thirds are used to cover regional office costs. ISE expects to reach efficient scale in all of its regional offices well before achieving the targeted enrollment level.

### **Growth trajectory**

ISE expects to grow gradually and evenly in all four geographies simultaneously, rather than sequentially cluster by cluster. Assuming a steady rate of growth of about 3-5 schools per year, ISE will be able to reach its overall target of 50 schools system-wide by 2020.

### **Phases of Growth**

This growth strategy will be implemented in multiple phases. During the first phase, from Spring 2008 to Fall 2009, ISE will strengthen and expand its core elementary offering and build infrastructure and systems for growth. In the second phase, ISE will execute the growth plan, expanding to Illinois and expanding its secondary program, with strategic checkpoints planned for every 10 new schools. Ultimately, ISE expects to reach **50 schools in four strategic clusters by 2020.**

### **Phase One: Strengthening and Planning**

The objective of Phase One is to build an organization capable of supporting its growth plans. This phase also serves as a planning period for ISE's two major growth initiatives: expanding to the west side of Indianapolis and augmenting its secondary school offering. Main activities during this phase include: developing and implementing systems and processes; hiring and training staff; and creating implementation plans for the growth initiatives.

To track its progress, ISE has identified key milestones that must be achieved before moving from Phase One to Phase Two. If any milestones are not met, ISE will revisit its assumptions and fine-tune its strategy to address the emerging issues. In addition, ISE will continue to

track its Balanced Scorecard metrics to evaluate its own results on the Theory of Harmony and Theory of Transformation.

#### Phase Two: Full Potential Execution

The objective of Phase Two is to reach **50 schools in four clusters by 2020**. During this phase, ISE expects to open about 3-5 schools per year. Growth will be staged with **checkpoints every 10 schools**, in order to ensure the organization's strategy is refined as needed. In the process, ISE will test its clustering strategy, and develop its regional capabilities. Growth plans and strategy will be adjusted as necessary.

ISE will continue to build the organization. In addition to investing in additional systems and staff, ISE will establish teacher credentialing and administrator credentialing programs. These programs, likely designed and implemented in partnership with others, will be critical to ensuring all ISE schools are staffed with high quality educators and leaders who are aligned with ISE's culture and values.

Phase Two will also include expansion of the early college component of ISE's secondary model, with the addition of a variety of mechanisms to provide students with college experiences in high school. The pilot of Grade 13, including both the curriculum and the economics, is a particularly important project. If the pilot is successful, ISE expects that all new secondary schools will be designed with Grade 13.

Expansion to Illinois will be a crucial test of the feasibility and efficacy of the regional management structure. ISE plans to start initially with two elementary schools, refine regional management systems and processes, and then increase both the number and grade levels served.

#### Checkpoints

As ISE implements its growth plan, the organization's management team and Board of Directors will monitor the metrics and milestones on a quarterly basis to determine the organization's progress and refine its strategy as appropriate. In addition, after every new 10 schools, ISE will conduct a major review of progress against its metrics. This formal review will also include an evaluation of the external environment, risks, opportunities, and the organization's impact to date. Given the projected pace of growth, these checkpoints will occur roughly every two-three years after Phase One.

#### Key Success Factors and Potential Risks

ISE's success will depend on its ability to manage seven major risk factors:

- 1) Organizational capability: building the systems, infrastructure and staffing at the Home Office and Regional Offices, as required to support organizational objectives
- 2) Program quality: consistently executing high-quality, personalized, college-preparatory learning experiences that lead to exceptional academic results
- 3) Facilities development and financing: acquiring and developing suitable and affordable school facilities



- 4) District relations: managing the relationship with local school districts, including acquiring and renewing charters and preparing for the possibility of hostility from districts
- 5) Human resource management: attracting, developing and retaining high quality educators and administrators who are able to implement the ISE education design at the school sites
- 6) Government funding: securing all available federal, state and local per pupil funds to ensure all schools are financially self-sustainable at steady state
- 7) Philanthropic funding: securing the gifts and grants required to start and scale new schools and to cover scale-up costs of home and regional offices.

#### **Building organizational capability**

ISE must have a strong organizational infrastructure capable of consistently implementing the educational program in a growing number of schools. Without it, the quality of ISE schools may decrease or become more variable, academic results could plateau or decline, and staff could burnout. Because organizational capability is so foundational to the strategy, building organizational capacity is the primary focus of Phase One. ISE will mitigate this risk by: developing competencies across its core systems; expanding management, staff and Board; providing extensive professional development; and modifying the organizational structure for growth.

#### **Maintaining consistently high quality**

Exceptional academic results across the system are essential to the organization's success. This requires consistent execution of the education program. Failure to do so could lead to parent dissatisfaction, enrollment declines, pressure from the sponsoring district, and eventually financial problems. ISE will maintain educational quality with:

- 1) *Clearly Defined Performance Metrics*: All levels in the organization are held accountable for results on clearly defined metrics related to student achievement, parent satisfaction, teacher development, organizational effectiveness, and financial stability.
- 2) *Management through Data*: Student achievement data from a variety of assessments are used regularly to refine teaching and evaluate teachers and principals. (The use of data for individual students and teachers is very rare in public schools.)
- 3) *Management by Walking Around*: Senior management is visibly present at sites, visiting classrooms and working with educators to provide on site support. The new regional structure will increase management's ability to monitor school site performance.

#### **Managing the Facilities Portfolio**

Lack of available and affordable facilities has always been, and will likely continue to be, the organization's greatest bottleneck to growth. Although the charter environment has improved significantly since ISE's inception, more changes are still required. As a result,



much of ISE's advocacy work in the near term will be focused on the facilities challenge. Without additional legislative progress, ISE will need to be increasingly creative in locating and financing its new school facilities.

#### *Facilities Acquisition*

ISE uses a multi-pronged approach to facilities acquisition, including:

- 1) Leasing old private or parochial schools: This is the preferred strategy for acquiring facilities. This approach requires relatively low (~\$150K-300K) up-front investment in tenant improvements and provides a link to the community. An increasing number of parochial schools are financially unstable, and may seek to lease their facilities. Other charters frequently compete for the same available space.
- 2) Leasing existing school sites from sponsoring districts. This is potentially an attractive and reasonably low-cost approach. However, district officials often view requests as adversarial moves, potentially jeopardizing the relationship.
- 3) Building prefabricated buildings (modulars) on leased or purchased land: This is an extremely expensive option that will only rarely be used by ISE in the future. In many urban neighborhoods, there is no open land available anyway.
- 4) Converting commercial, industrial, or retail use properties into schools: Upgrades for student safety, Americans for Disability Act compliance, and modern fire code can make this approach as expensive as new construction. However, in urban in-fill areas, more properties of this type may be available.
- 5) Partnering with higher education campuses, corporations and planned communities to build or share classroom buildings: This approach will probably be used infrequently because of the rarity of opportunities. ISE has had conversations with several developers about this possibility, and none have come to fruition.

#### **Managing District Relationships, including Chartering**

ISE's success also depends upon its ability to manage district relationships effectively. Failure to do so could jeopardize the organization's ability to acquire and renew its charters with sponsoring agencies, resulting in instability for individual schools. Adversarial district relationships can also be damaging for ISE schools when the schools rely on local districts for services that ISE cannot efficiently provide, such as food service and transportation. Equally important, meaningful and productive district relationships will be critical to the organization's efficacy as a change agent.

ISE maintains positive relationships with its local school districts primarily by taking a forthright and collaborative approach. ISE gives the local district "first right of refusal" for any new charter school, manages the charter petition process in a way that is respectful of the district's internal political dynamics, and attempts to work with the district to ensure that the new school meets some needs of the district. For example, to the extent possible, ISE will try to locate a new school in the neighborhoods that are most overcrowded or

high-need from the district's perspective. As a former district superintendent, ISE's Executive Director is particularly effective in developing constructive relationships with district superintendents, and encouraging districts to embrace charters.

If a district does not wish to work with ISE, ISE can also secure charters from the State Boards of Education. SBoEs are petitioned when the local district declines the charter, either formally or informally. ISE may also present a charter to a SBoE if a planned school's enrollment is expected to draw from multiple districts. In addition, the State Board of Education has charter-granting authority, and has already exercised it in a few cases. The State Board would likely grant ISE a charter based on its existing track record. ISE expects to present a multi-site, multi-county charter petition to the State Board within the next few years, to enhance its growth flexibility.

To maintain ISE services from districts, and to maximize ISE's efficacy as a district change agent, the organization closely manages the relationship with local districts at all levels, from Board and Superintendent to district accountants to local site principals and teachers.

### **Human Resource Management**

ISE's ability to foster effective educators is crucial: the education program requires bright, highly skilled, creative, and dedicated educators to create powerful, high-quality personalized learning experiences. Accordingly, ISE has created a system to attract, select, develop, inspire, and reward the best educators. ISE tends to attract educators interested in working in more accountable, innovative, collaborative environments through self-selection. In addition, ISE uses both more personal methods of recruiting (e.g. relationships, word-of-mouth, and presentations) and standard print methods of teacher recruitment (i.e. classified advertisements, Internet postings, and job announcements through local credentialing programs). ISE uses a rigorous multiple-stage approach to selection that includes: a resume screen; interview with a site hiring committee (comprised of ISE principal, teachers, and parents); writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards. Once teachers are hired, ISE invests deeply in developing those individuals, including: 3 weeks of summer training; several school-year workshops; coaching by the school director, instructional coaches, and lead teachers; and access to external training. Compensation for ISE teachers is competitive with local school districts, and pay increases are based on multiple measures of performance, including student growth, parent/student satisfaction, and principal evaluations based on criteria set by the National Board for Professional Teaching Standards. Benefits are better than those offered by most school districts. As a rapidly growing organization, ISE provides a faster career path for educators with aspirations for professional advancement.

ISE's school directors are the "face" of the organization, and attracting and developing outstanding site leadership is a top priority. Potential directors, like teachers, tend to be attracted to ISE because of its organizational mission, educational approach, and top-notch team. ISE's senior management team members, including the Executive Director, personally interview all potential directors extensively. Once hired, directors receive one-on-one coaching on an on-going basis by ISE's experienced school and business

executives. ISE is also creating a more formal training curriculum. Incoming directors are compensated at a base salary that is competitive with local school districts. Director pay raises are determined based on performance—specifically, a combination of student academic growth, parent/student feedback, and management evaluation. Most of ISE's directors are experienced former public school administrators. ISE will also establish a partnership with New Leaders for New Schools, a not-for-profit organization that develops new school directors. As the organization grows, ISE is committed to growing new leaders from within.

### School Design

Eunoia's curriculum will be built on the Core Knowledge Sequence using innovative technology and effective instructional practices as a hybrid design for delivery. Technologies such as Interactive White Boards, iPads, iTouches and Apple student workstations coupled with the irreplaceable 'human factor', teacher interaction, forms the foundation. The ECSOE facility design will be an aesthetic learning tool equipped with themed-based Multiple Intelligence (Mi) Zones, real-world settings and multi sensory environments. All ECSOE students will be taught core 'behaviors for learning' and wear uniforms to ensure a harmonious social environment.

The foundations of the Core Knowledge sequence will provide the roadmap for grade level content, and form the core sequence of thematic, projects based activities. Core Knowledge is a scientifically based, sequential, content-rich curriculum that provides all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, to interact with the world through theme-based classroom studies.

Students will develop as self-managers, equipping them with critical skills to be contributing, self-sufficient citizens in our Global community. Students will be in school for 190 days within the academic year, with the school day beginning at 7:55 a.m. and dismissing at 3:40 p.m.

The State and Common Core Standards for English/Language Arts, Mathematics, Science, Social Science, Art and Music, Physical Education, Technology Literacy, and Spanish will guide subject area offerings for each student.

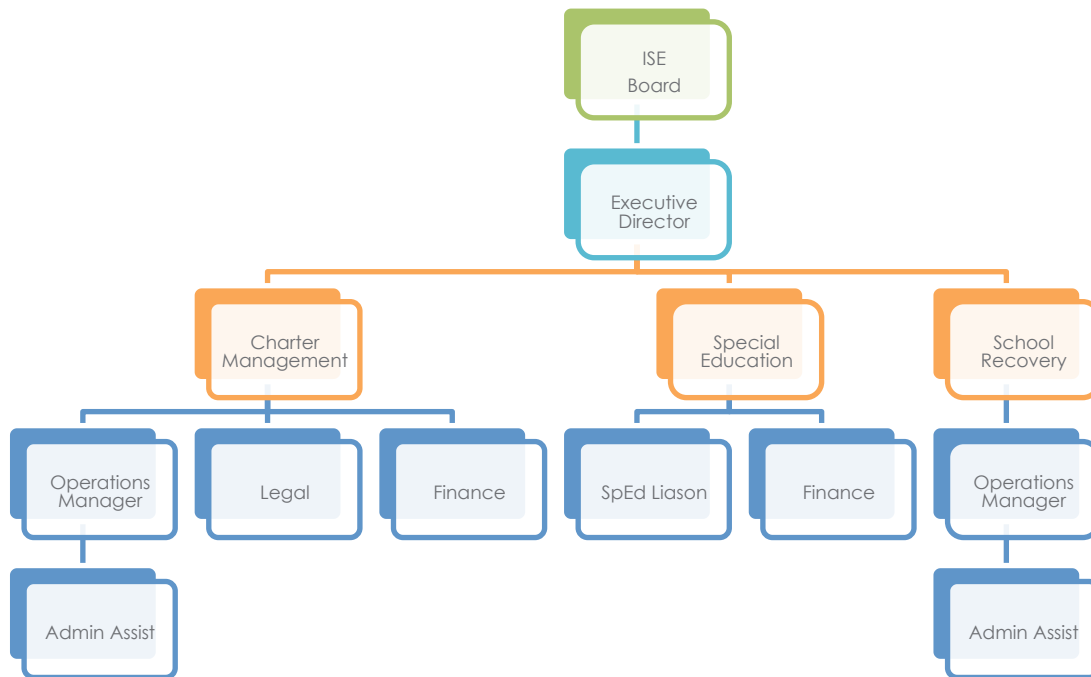
### Governance

The Institute for School Excellence (ISE) is governed by a Board of Directors. The Board is responsible for ensuring fiscal management of the Organization and guiding programmatic and policy development.

The Institute for School Excellence serves as the Charter Management Organization (CMO) for the School, guiding the school in five key areas – charter development, finance, human resources, business services and curriculum services (see CMO contract for details). A decreasing percentage based fee structure will guide service fees with the CMO as 9% - 5% for years 1 – 5, then calculate at 3% forward. The percentage is calculated from the student ADM.

Services are focused in five key areas – Charter Development, Finance, Human Resources, Business Services, and Curriculum Services.

### Organization Flow



### Financial Projections

|                             | Year 1         | Year 2          | Year 3           | Year 4           | Year 5            |
|-----------------------------|----------------|-----------------|------------------|------------------|-------------------|
| <b>Revenue</b>              |                |                 |                  |                  |                   |
| # Schools                   | 1              | 2               | 5                | 9                | 13                |
| Revenue                     | 290,628        | 555,795         | 1,402,218        | 1,958,013        | 3,360,231         |
| Venture Capital             | 0              | 0               | 5,000,000        | 0                | 15,000,000        |
| <b>Total</b>                | <b>290,628</b> | <b>555,795</b>  | <b>6,402,218</b> | <b>1,958,013</b> | <b>18,360,231</b> |
| <b>Expenses</b>             |                |                 |                  |                  |                   |
| G & A                       | 7,000          | 24,000          | 70,000           | 200,000          | 300,000           |
| Salaries/Benefits           | 87,500         | 187,500         | 437,500          | 734,375          | 1,442,968         |
| Marketing,                  | 10,000         | 10,000          | 20,000           | 40,000           | 80,000            |
| Legal                       | 10,000         | 10,000          | 60,000           | 120,000          | 175,000           |
| Accounting                  | 7,200          | 18,500          | 25,000           | 40,000           | 120,000           |
| <b>Total</b>                | <b>121,700</b> | <b>250,000</b>  | <b>612,500</b>   | <b>1,134,375</b> | <b>2,647,460</b>  |
| <b>Net Change</b>           | <b>168,928</b> | <b>305,795</b>  | <b>5,789,718</b> | <b>823,638</b>   | <b>15,712,771</b> |
| <b>Cumulative Cash Flow</b> | <b>168,928</b> | <b>474,7236</b> | <b>6,264,441</b> | <b>7,088,079</b> | <b>22,800,850</b> |



## BYLAWS OF

### **Institute for School Excellence**

#### ARTICLE I

Section 1: The name of the organization shall be **Institute for School Excellence**

Section 2: The **Institute for School Excellence** is organized exclusively for educational purposes, more specifically to the evaluation, research and development of the conditions and factors that define effective practices in education; providing services that develop schools of excellence.

#### ARTICLE II - MEMBERSHIP

Section 1: Membership shall consist only of the members of the board of directors.

#### ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the Chair or the Executive Committee.

Section 3: Notice. Notice of each meeting shall be given to each voting member, by mail, not less than ten days before the meeting.

#### ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation. The Board is responsible for overall policy and direction of the Council, and delegates responsibility for day-to-day operations to the Organization's Director and committees. The Board shall have up to seven (7) and not fewer than three (3) members. The board receives no compensation other than reasonable expenses.

Section 2: Meetings. The Board shall meet at least semi-annually, at an agreed upon time and place.

Section 3: Board Elections. Election of new directors or election of current directors to a second term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current directors.

Section 4: Terms. All Board members shall serve two (2) year terms, but are eligible for re-election.

Section 5: Quorum. A quorum must be attended by at least 67% percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written notice two weeks in advance.

Section 7. Officers and Duties. There shall be four officers of the Board consisting of a Chair, Vice Chair, Secretary and Treasurer.

Their duties are as follows:

The Chair shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer.

The Vice-Chair will chair committees on special subjects as designated by the board.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 8: Vacancies. When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the Chair or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member postmarked two weeks in advance.

## ARTICLE V – COMMITTEES

Section 1: The Board may create committees as needed, such as fundraising, housing, etc. The Board Chair appoints all committee chairs.

Section 2: The five officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals



between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee. The Treasurer is chair of the Finance Committee, which includes three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

#### ARTICLE VI – AMENDMENTS

Section 1: These Bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved at a meeting of the Board of Directors of ISE on December 4, 2007.

## ISE Staff / Contractors

The Institute for School Excellence uses an organizational structure that allows for blending of full time employees, work-study staff and contractors. This structure is purposeful and allows phasing in of staff and flexibility with contracted hours as the organization grows. The table below reflects those positions that are employment based and those that are contractual.

| Position                             | Relationship | Title                    | Responsibilities                                                                                                                                                        | Qualification                        |
|--------------------------------------|--------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Michelle Thompson                    | Employee     | Executive Director       | Organizational Oversight.<br>Leads all aspects of business<br>Has led schools in five countries, contracted for 3 charter turnaround schools, co-founder of one charter | Ph. D. Educational Leadership        |
| Director                             | Employee     | Director                 | Information Technology and Business Informatics                                                                                                                         | Six Sigma Certified IT Certification |
| Special Education Teacher of Service | Contracted   | ToS                      | Serves as Teacher of Service for schools with small special education case loads                                                                                        | Licensed special education teacher   |
| Secretary                            | Work Study   | Administrative Assistant | Receptionist, filing, general office                                                                                                                                    | Grade level student                  |
| Bookkeeper                           | Contracted   | Bookkeeper               | Maintaining all financial reports, books, Accounts Payable / Receivable                                                                                                 | Licensed Accountant                  |
| Accountant                           | Contracted   | CPA                      | Tax Preparation / Annual Audit / General Oversight /                                                                                                                    | Licensed CPA                         |

|                                     |                |                     |                                                                    |                                                              |
|-------------------------------------|----------------|---------------------|--------------------------------------------------------------------|--------------------------------------------------------------|
|                                     |                |                     | Counseling                                                         |                                                              |
| Legal Counsel                       | Contracted (4) | General Counsel     | Policy / Contract Review/ General Counsel                          | Licensed Attorney / Board Certified                          |
| Edu-Psychologists                   | Contracted (9) | School Psychologist | Edu-Psych evaluations for students K-12                            | Licensed School Psychologist                                 |
| Speech Pathologist                  | Contracted (5) | SLP                 | Direct service for language impairment and communication disorders | SLP Certified                                                |
| Vision Impaired Teacher             | Contracted     | VI Teacher          | Direct / Consultative Service                                      | Licensed teacher for visually impaired                       |
| Hearing Impairment                  | Contracted (2) | Teacher / Director  | Direct / Consultative Service / Evaluation / Training              | Licensed teacher for hearing impaired<br>Clinical specialist |
| Occupational Therapist              | Contracted (3) | OT                  | Direct / Consultative Service                                      | Licensed OT                                                  |
| Physical Therapist                  | Contracted     | PT                  | Direct / Consultative Services                                     | Licensed PT                                                  |
| Transition Specialist               | Contracted     | Consultant          | Consultative Service / Training                                    | Licensed Teacher                                             |
| Behavioral Mental Health Specialist | Contracted (5) | BMH Counselor       | Direct Service                                                     | Licensed Mental Health Counselor, Master Level               |
| Payroll Specialist                  | Contracted     |                     | Processing payroll / quarterly tax filing                          |                                                              |

Table 6b – Student Achievement Data

| Grade Level                  | Achievement Data                                                                                                                              | Exit Standard                                                                                                                                                                                                                                                                                                                               | Community Focus / Need                                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English Language Arts</b> |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                          |
| K – 8                        | K-1 95% of students will be proficient readers by end of grade 1<br>2-3 85% of students will meet NWEA RIT targets for Reading in spring 2013 | Demonstrate strong reading, writing, listening, spelling speaking and presentation skills using multiple forms of expression. Reading fluency and comprehension are demonstrated at each grade level.                                                                                                                                       | Early Intervention and Referral Partners –<br><br>Struggling students will be referred to the RtI team for intervention strategies and progress monitoring               |
| 4 – 8                        | 4 – 8 75% of students in first year will meet NWEA RIT targets for Reading in spring 2013                                                     | Demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations, learn foreign phrases commonly used in English (in addition to above standards). They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages. | Failing Schools / Parent Involvement<br><br>Struggling students will be referred to RtI and parent intervention strategies through parent involvement policy commitments |
| <b>Mathematics</b>           |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                          |
| K – 1                        | 100% of students will demonstrate mastery of grade level exit standards in spring 2013                                                        | Develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry.                                                                                                                                                                      | Early Intervention and Referral Partners –<br><br>Struggling students will be referred to the RtI team for intervention strategies and progress monitoring               |
| 2-4                          | 80% of students will meet or exceed NWEA RIT targets in spring 2013 for mathematics                                                           | Develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.                                                                                                                                                                                                    | Failing Schools / Parent Involvement<br><br>Struggling students will be referred to RtI and parent intervention strategies through parent involvement policy commitments |

|     |                                                                                     |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |
|-----|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5-6 | 75% of students will meet or exceed NWEA RIT targets in spring 2013 for mathematics | Grades 5-6 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.                                                                                                                           | Failing Schools / Parent Involvement<br><br>Struggling students will be referred to RtI and parent intervention strategies through parent involvement policy commitments |
| 7-8 | 65% of students will meet or exceed NWEA RIT targets in spring 2013 for mathematics | Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations). Work with data (coordinate plane; proportions; geometric proportions, statistics; probability) | Failing Schools / Parent Involvement<br><br>Struggling students will be referred to RtI and parent intervention strategies through parent involvement policy commitments |

**Table 6C – Demographics of School**

|                               | Year One                                 | Year Two                                 | Year Three                               | Year Four                                | Year Five                                |
|-------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| <b>Grades Served</b>          | K-5                                      | K-6                                      | K-7                                      | K-8                                      | K-8                                      |
| <b>Total Students</b>         | 405                                      | 465                                      | 525                                      | 585                                      | 585                                      |
| <b>Student: Teacher Ratio</b> | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 | Grades K-2<br>25:1<br>Grades 3-8<br>30:1 |

Table 8 – Calendar and School Day (2012 – 2013)

The instructional day begins at 8:00 and ends at 3:00. We will offer pre-school care beginning at 7:30 and after care from 3:00-5:30, which will accommodate parents work schedules.

|                         |                                                                 |               |                                                             |
|-------------------------|-----------------------------------------------------------------|---------------|-------------------------------------------------------------|
| July 30 – August 10     | Teacher Professional Development                                | January 10    | Second Quarter Ends                                         |
| August 13               | First Day of School                                             | January 21    | No School<br>MLK Day                                        |
| August 27 – Sept 7      | NWEA, Fall Assessment<br>Grades 2-5                             | January 11    | Third Quarter Begins                                        |
| September 3             | No School<br>Labor Day                                          | February 15   | No School<br>Staff Professional Development                 |
| September 17            | No School for Students<br>Staff Professional Development        | February 18   | No School<br>Presidents' Day                                |
| September 14            | First Quarter Midterm*                                          | February 14   | Third Quarter Midterm*                                      |
| October 17              | First Quarter Ends                                              | March 22      | Quarter Three Ends                                          |
| October 18              | Second Quarter Begins                                           | March 25 - 31 | No School<br>Spring Break                                   |
| October 24              | No School for Students<br>Staff Professional Development        | April 1       | Fourth Quarter Begins                                       |
| October 25-26           | No School<br>Fall Break                                         | April 15      | Half Day – Dismissal at 10:30<br>Parent Teacher Conferences |
| November 16             | Half Day – Dismissal at 10:30<br>Parent Teacher Conferences     | April 18-29   | ISTEP+, Spring Assessment<br>Grades 3-5                     |
| November 21             | Second Quarter Midterm*                                         | May 6         | Fourth Quarter Midterm*                                     |
| November 22-23          | No School<br>Thanksgiving Break                                 | May 13        | No School<br>Staff Professional Development                 |
| December 20 – January 2 | No School<br>Winter Break                                       | May 16-27     | NWEA Assessment, Grades 2 - 5                               |
| January 3               | First Day Back from Winter<br>Break                             | May 27        | No School<br>Memorial Day                                   |
| January 10-21           | NWEA, Winter Assessment<br>Grades 2-5                           | June 5        | Annual Awards Days                                          |
|                         | *Midterm Reports will go home<br>1 week after the midterm date. | June 5        | Last Day of School<br>Dismissal at 10:30                    |
|                         |                                                                 | June 8        | Staff Records Day                                           |
|                         | 190 Student Days<br>200 Staff Days                              | June 17       | Final Report Cards Mailed                                   |
|                         |                                                                 | July 8 - 19   | Summer Jump Start                                           |

6:30 – 8:00 a.m.

Students will arrive at school no later than 8:00 a.m., prepared to begin their day. Through a partnership with the Indianapolis YMCA, parents have the option of dropping their children at 6:30 a.m. if enrolled in the before school care program. Homework assistance, guided activities and independent study are options in this program. Sliding scales make the program affordable for all parents.

7:35 – 7:55 a.m.

Breakfast is available between 7:30-7:55 a.m. and is available for all students.

Students who opt not to have breakfast at school may enter the classroom area at 7:40 a.m. Teachers are in their classrooms to welcome and greet students. School readiness activities are available to students during this time. Options vary from day to day but may include educational and critical thinking activities. Students may also opt for independent study or reading for pleasure.

8:00-8:07 a.m.

Set aside for attendance, lunch count, and morning announcements, this time includes a special Project Wisdom morning message that aligns with the monthly character theme.

8:10 – 8:25 a.m.

Each student begins his / her day with the core classroom teacher to allow a critical Morning Meeting that builds the culture and climate within the class. Character values, interpersonal and intrapersonal skills will be developed as will communication skills within all learners.

8:25 – 11:03 a.m.

Core instruction begins. Indiana Academic and Common Core Standards will be introduced and relevancy discussed within the key activities for the morning. Theme-based units will guide learning and activities. Blocks of time will include connections of direct instruction, guided practice, independent study and reflection which may include collaborative grouping of students working together to investigate, research, summarize, analyze and/or evaluate data within a project. Technology will serve as a resource in the learning process and connect students with opportunities for interaction with online tools, instructional assistants and even virtual fieldtrips. The world is truly at their fingertips.

11:03 a.m. – 12:40 p.m.

The lunch schedule will begin at 11:03. Students have 23 minutes for lunch. Opportunity for physical activity will be scheduled by each team and will provide 15 – 20 minutes outdoors (as weather permits). Kindergarten children will be provided 30 minutes for lunch as the learning of the processes and practices are developed.

12:40 – 3:40 p.m.

The afternoon session will continue the learning process, engaging learners in unique experiences that correlate textbook and resources to real-world application. An integrated approach blurs the lines of segmented content areas, rather exploring problems across



content areas within each themed unit.

Physical education, world languages and the arts will be integrated throughout the day, beginning no later than 8:25 a.m. As supported by research, the younger students will focus their day in the morning on academic content while the older students begin with the extended core offerings. Research supports that older children typically are not awake and readied to focus on analytical content until approximately 10:00a.m.. Beginning the day with art, music, P.E. and world language allows exploration of high interest and active content, and sets the stage for success.

3:40 – 3:50 p.m.

The academic day will end at 3:40 as students prepare to reflect upon their day. This process allows for a 'see me, fix me, send me on' time within classroom closing meetings with core academic teachers. Students are dismissed at 3:55 p.m. to go home, move to after school care with the YMCA or participate in after school programs.

4:00 – 5:30 p.m.

An after school care program includes a time to complete homework, tutoring and enrichment opportunities for the students. Enrichment and intervention options allow choices throughout the school year.

#### Instructional Minutes

|                                   | KG    | 1     | 2     | 3     | 4     | 5     |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| <b>Morning Meeting</b>            | 15    | 15    | 15    | 15    | 15    | 15    |
| <b>OCR / E/LA</b>                 | 80    | 80    | 80    | 80    | 80    | 80    |
| <b>Math</b>                       | 80    | 80    | 80    | 80    | 80    | 80    |
| <b>Writing/IT</b>                 | 25/15 | 25/15 | 25/15 | 25/15 | 25/15 | 25/15 |
| <b>Science</b>                    | 40    | 40    | 40    | 40    | 40    | 40    |
| <b>Lunch/Recess</b>               | 25/15 | 20/15 | 20/15 | 20/15 | 20/15 | 20/15 |
| <b>SS</b>                         | 40    | 40    | 40    | 40    | 40    | 40    |
| <b>Character /Closing Meeting</b> | 20/20 | 20/20 | 20/20 | 20/20 | 20/20 | 20/20 |
| <b>Extended Core</b>              | 80    | 80    | 80    | 80    | 80    | 80    |
| <b>Plan/PD</b>                    | 80    | 80    | 80    | 80    | 80    | 80    |

|                  | Master        | A/PE/M/Ma       | MIN | Art                | PE           | Music        | World Language   |
|------------------|---------------|-----------------|-----|--------------------|--------------|--------------|------------------|
| <b>PER OM</b>    | 8:00 - 8:07   | Opening Meeting | 15  | Prep               | Prep         | Prep         | Prep             |
| <b>PER 1</b>     | 8:07 - 8:47   | House 4         | 40  | 4A/4B/5A/5B        | 4B/5A/5B/4B  | 5A/5B/4A/4B  | 5B/4A/4B/5A      |
| <b>PER 2</b>     | 8:47 - 9:27   | House 4         | 40  | 5A/5B/4A/4B        | 5B/4A/4B/5A  | 4A/4B/5A/5B  | 5B/4A/4B/5A      |
| <b>PER 3</b>     | 9:27 - 10:07  | House 3         | 40  | 2A/2B/3A/3B        | 2B/3A/3B/2A  | 3A/3B/2A/2B  | 3B/2A/2B/3A      |
| <b>PER 4</b>     | 10:07 - 10:47 | House 3         | 40  | 2B/3A/3B/2A        | 3A/3B/2A/2B  | 3B/3A/3B/2A  | 3A/3B/2A/2B      |
| <b>PER 5</b>     | 10:47 - 11:37 | Lunch / Prep    | 40  | LunchPrep          | Lunch/Prep   | Lunch/Prep   | Lunch/Prep       |
| <b>PER 6</b>     | 11:37 - 12:27 | Duty            | 45  | Lunch/Recess Super | Lunch/Recess | Lunch/Recess | Lunch/Recess     |
| <b>PER 7</b>     | 12:30 - 1:10  | House 1         | 40  | KA/KB/KC           | KB/KC/KA     | KC/KA/KB     | Red/Yellow/Green |
| <b>PER 8</b>     | 1:10 - 1:50   | House 1         | 40  | KB/KC/KA           | KC/KA/KB     | KA/KB/KC     | Yellow/Green/Red |
| <b>PER 9</b>     | 1:50 - 2:30   | House 2         | 40  | 1A/1B/1C           | 1B/1C/1A     | 1C/1A/1B     | Red/Yellow/Green |
| <b>PER 10</b>    | 2:30 - 3:10   | House 2         | 40  | 1B/1C/1A           | 1C/1A/1B     | 1A/1B/1C     | Yellow/Green/Red |
| <b>PER 11</b>    | 3:10 - 3:40   | PD              | 40  | PD                 | PD           | PD           | PD               |
| <b>Dismissal</b> | 3:40          |                 |     |                    |              |              |                  |

# Demographic Study

## Speedway Submarket, Indianapolis, IN

## Neighborhood Summary

Speedway Submarket is comprised of five zip codes, including 46228, 46254, 46224, and 46208 Marion County, Indiana, United States. The population was 12,881 at the 2000 census. Speedway is the home of the Indianapolis Motor Speedway, from which the town derives its name, and is a complete enclave of Indianapolis.

The town of Speedway was developed as a city of the future. Meant to be a testing ground much like the famed race track which is its namesake, Speedway was designed to be a city that was hospitable to the car. In a time when Indianapolis streets were often the narrow orange brick thoroughfares laid by Alexander Ralston in the 1920s and 1930s, the town had homes with garages for cars.

General Data Overview Source: AreaVibes.com

| Category                               | City      | State     | National    |
|----------------------------------------|-----------|-----------|-------------|
| Population (2000)                      | 36,364    | 6,080,485 | 281,421,906 |
| Male/Female ratio                      | 0.88:1    | 0.94:1    | 0.95:1      |
| Married (15yrs and older)              | 47.3%     | 57.9%     | 57.7%       |
| Have children (under 18yrs)            | 49.6%     | 49.5%     | 48.3%       |
| Cost of living index                   | 88        | 92        | 100         |
| Median household income                | \$46,764  | \$49,649  | \$54,595    |
| Median home value                      | \$147,900 | \$127,297 | \$216,578   |
| Completed high school                  | 88.0%     | 80.9%     | 79.8%       |
| Crime index                            | 4,162     | 3,486     | 3,302       |
| Air quality score                      | 35        | 37        | 37          |
| Pollution index                        | 2,395,300 | 3,985,454 | 6,623,939   |
| Airports (within 30 miles)             | 1         | n/a       | n/a         |
| Amtrak stations (within 30 miles)      | 1         | n/a       | n/a         |
| Average one way commute (mins)         | 23        | 25        | 26          |
| Workers who take public transportation | 2%        | 0%        | 2%          |
| Average January temperature            | 31°F      | 30°F      | 37°F        |
| Average July temperature               | 75°F      | 74°F      | 76°F        |

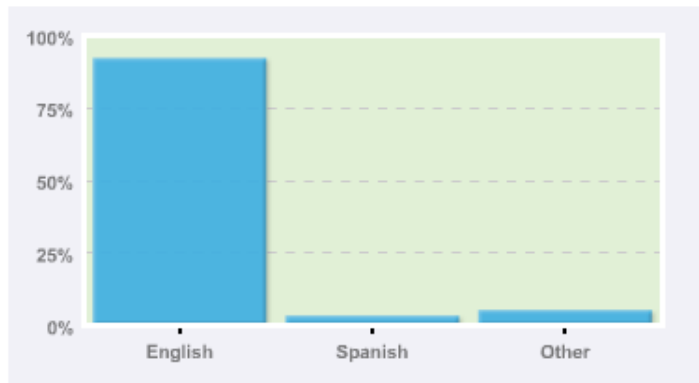
## Demographic Overview Source: AreaVibes.com

| Statistic          | Speedway Submarket | Indiana   | National    |
|--------------------|--------------------|-----------|-------------|
| Population (2000)  | 36,364             | 6,080,485 | 281,421,906 |
| Population growth  | -0.9%              | 5.6%      | 9.1%        |
| Pct. speak English | 89.5%              | 95.3%     | 87.9%       |
| Pct. speak Spanish | 7.8%               | 2.7%      | 7.4%        |
| Pct. married       | 47.3%              | 57.9%     | 57.7%       |

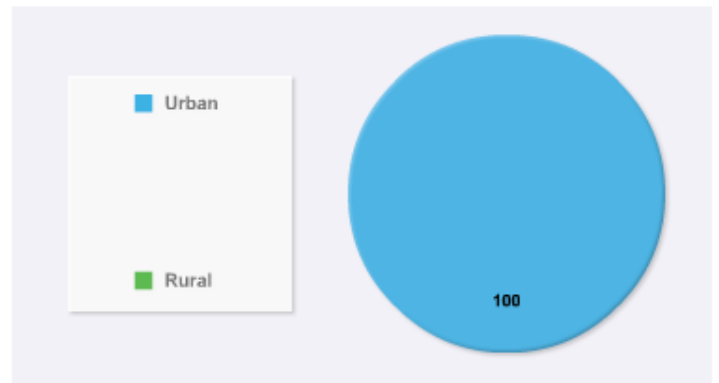
## Population breakdown by race Source: AreaVibes.com

| Race             | Speedway Submarket | Indiana | National |
|------------------|--------------------|---------|----------|
| White            | 53.6%              | 82.12%  | 70.38%   |
| African American | 38.4%              | 12.48%  | 14.29%   |
| Hispanic         | 7.4%               | 0.31%   | 0.76%    |
| Asian            | .5%                | 1.13%   | 4.52%    |
| Native Hawaiian  | 0.00%              | 0.03%   | 0.16%    |
| Mixed race       | 1. %               | 1.67%   | 3.01%    |
| Other race       | 0.01%              | 2.25%   | 6.88%    |

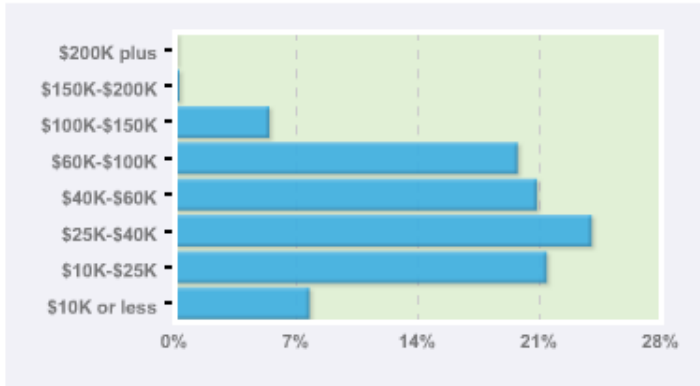
## Languages Spoken Source: AreaVibes.com



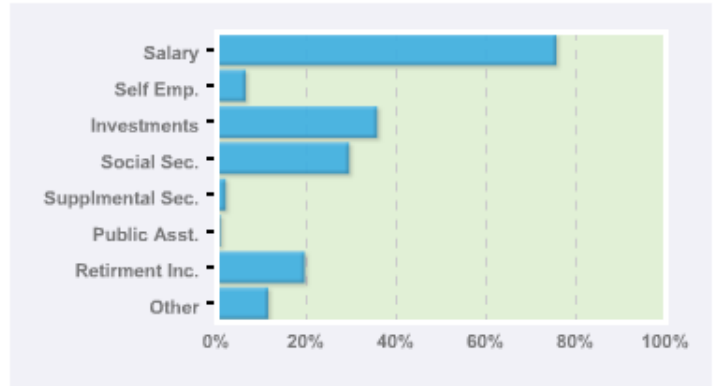
## Urban vs. Rural Population Source: AreaVibes.com



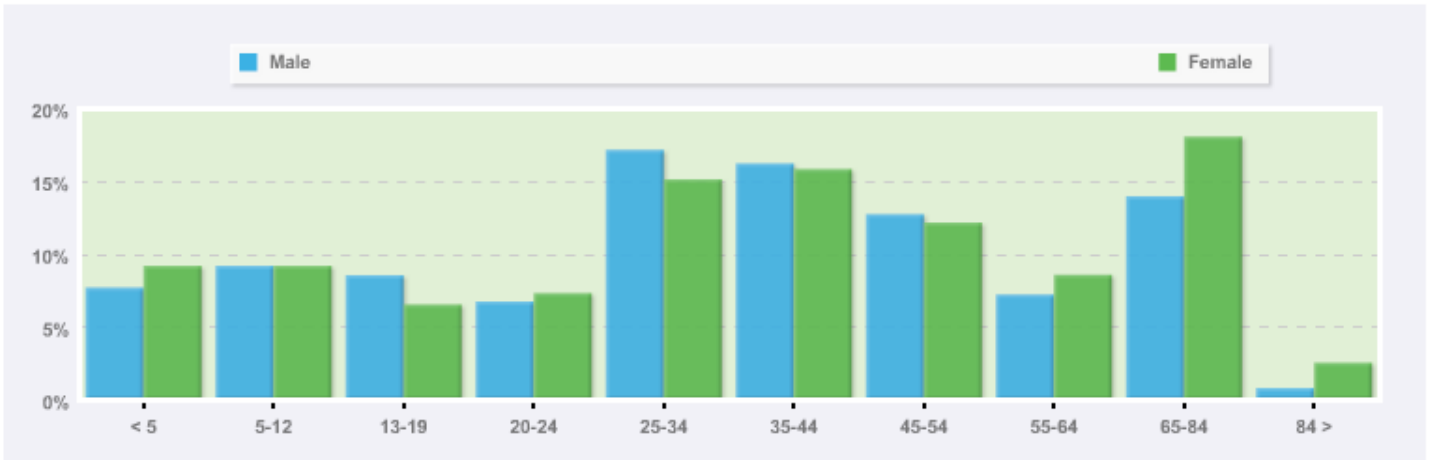
Household income distribution Source: AreaVibes.com



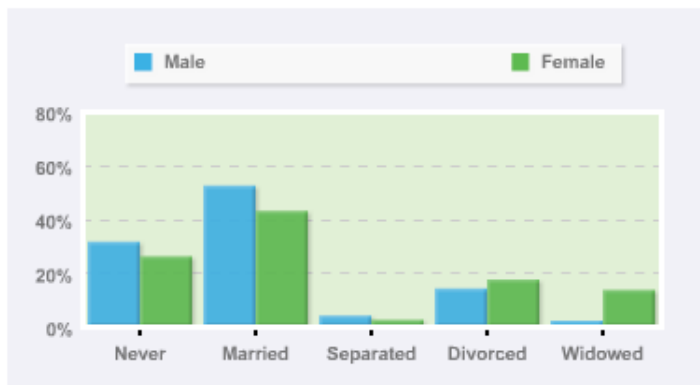
Source of Income Source: AreaVibes.com



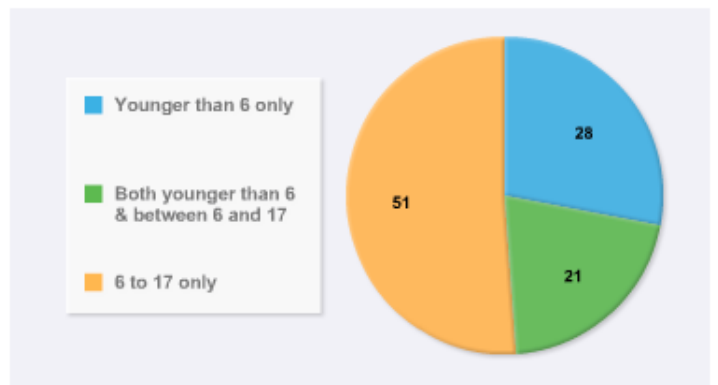
Age breakdown Source: AreaVibes.com



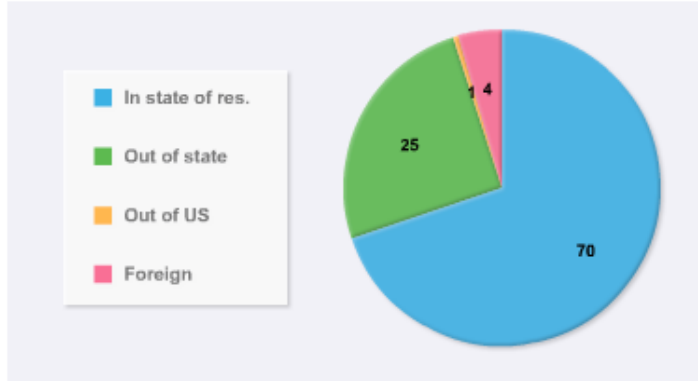
Marital status Source: AreaVibes.com



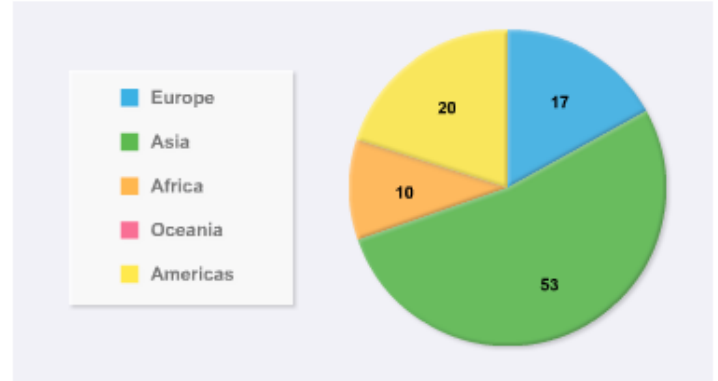
Age of children in married couples Source: AreaVibes.com



Place of birth by citizenship Source: AreaVibes.com



Place of birth for foreign born citizens Source: AreaVibes.com



Student Population

| Student Population             | Neighborhood |
|--------------------------------|--------------|
| School aged children           | 5,849        |
| Children currently underserved | 1,923        |

Serving Schools Source: Neighborhoodscout.com

| School Name                       | Grades Served | Number of Students | Econ. Disadvantaged |
|-----------------------------------|---------------|--------------------|---------------------|
| Speedway Senior High School       | 9-12          | 532                | 36.1%               |
| Frank H Wheeler Elementary School | K-6           | 268                | 50.7%               |
| William J Gambold Middle School   | 7-8           | 432                | 83.3%               |
| Meredith Nicholson School 96      | K-6           | 422                | 83.4%               |
| Lew Wallace                       | K-6           | 432                | 75.9%               |



Zip Code 46222 Age Distribution Source ZipAtlas.com

| Age Group             | Number       | Percent | Indiana Avg. | National Avg. |
|-----------------------|--------------|---------|--------------|---------------|
| <b>Under 5 years</b>  | <b>2,786</b> | 7.66 %  | 6.96 %       | 6.83 %        |
| <b>5 to 9 years</b>   | <b>3,000</b> | 8.25 %  | 7.29 %       | 7.31 %        |
| <b>10 to 14 years</b> | <b>2,849</b> | 7.83 %  | 7.29 %       | 7.30 %        |
| 15 to 19 years        | 2,866        | 7.88 %  | 7.46 %       | 7.20 %        |
| 20 to 24 years        | 3,261        | 8.97 %  | 7.00 %       | 6.75 %        |
| 25 to 34 years        | 5,838        | 16.05 % | 13.67 %      | 14.17 %       |
| 35 to 44 years        | 5,704        | 15.69 % | 15.80 %      | 16.01 %       |
| 45 to 54 years        | 4,065        | 11.18 % | 13.43 %      | 13.37 %       |
| 55 to 59 years        | 1,287        | 3.54 %  | 4.84 %       | 4.79 %        |
| 60 to 64 years        | 1,113        | 3.06 %  | 3.88 %       | 3.84 %        |
| 65 to 74 years        | 1,946        | 5.35 %  | 6.50 %       | 6.53 %        |
| 75 to 84 years        | 1,256        | 3.45 %  | 4.37 %       | 4.38 %        |
| 85 years and over     | 393          | 1.08 %  | 1.51 %       | 1.50 %        |

## Speedway Submarket Neighborhood map

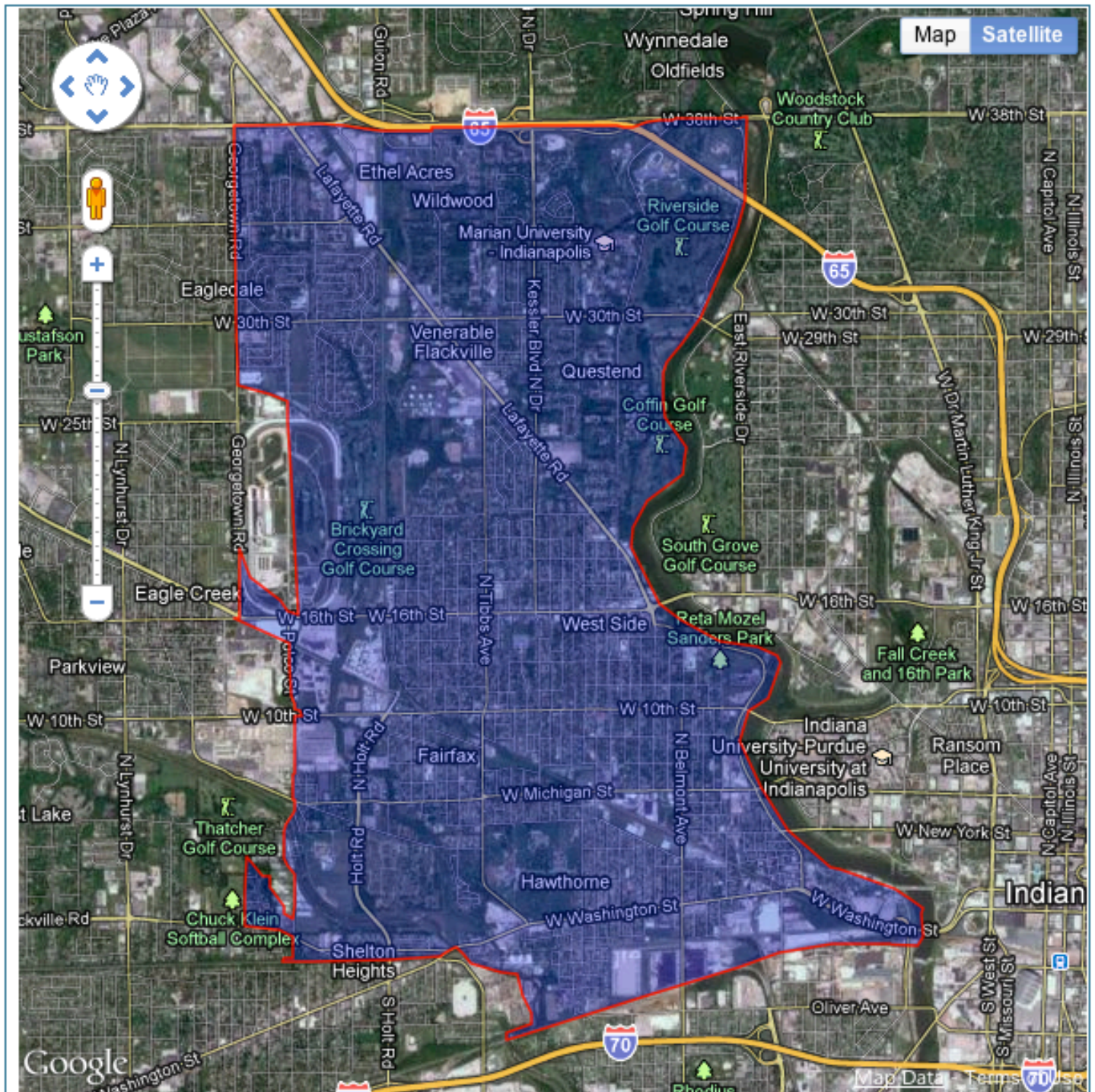


Table 10b – Assessment Systems

| Assessment                                    | Type                                                                                                             | Subjects                                                  | Grade Levels | Base-line     | Benchmark                                                 |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------|---------------|-----------------------------------------------------------|
| Classroom/<br>Grade Level Unit<br>Assessments | Formative                                                                                                        | All Content Areas                                         | K-8          | Early<br>Fall | Through<br>year                                           |
| Brigance<br>Inventory of Basic<br>Skills      | Summative /<br>Prescriptive<br>Individual                                                                        | Reading / Math                                            | K-3          | Early<br>Fall | Annually as<br>needed                                     |
| DIBELS Next                                   | Formative<br>Individual                                                                                          | Reading / Math                                            | K-3          | Early<br>Fall | Progress<br>Monitor<br>determined<br>by skill<br>deficits |
| ISTEP+                                        | Summative<br>Standardized<br>Achievement                                                                         | Reading / Math /<br>Science/Writing /<br>Social Science   | 3 - 8        | Spring        | Annually                                                  |
| IMAST                                         | Summative<br>Students with<br>Qualifying<br>Disabilities                                                         | Reading / Math /<br>Science / Writing /<br>Social Science | 3 - 8        | Spring        | Annually                                                  |
| ISTAR                                         | Alternative<br>Reporting of<br>Summative<br>ISTEP+<br>results for<br>Students with<br>Qualifying<br>Disabilities | Reading / Math /<br>Science / Writing /<br>Social Science | 3 - 8        | Spring        | Annually                                                  |
| NWEA                                          | Formative<br>Computer<br>Adaptive<br>Assessment                                                                  | Reading/Language<br>Arts/Science                          | 2-8          | Early<br>Fall | Winter<br>Spring                                          |
| IREAD-3                                       | Summative                                                                                                        | Reading                                                   | 3            | Spring        | K-3<br>Summative<br>Assessment                            |

**Table 12f – Personnel for Special Populations**

| Staff Position                        | Area of Need                    | Salary Projection | FTE* | Areas of Responsibilities                                                       |
|---------------------------------------|---------------------------------|-------------------|------|---------------------------------------------------------------------------------|
| Teacher                               | Special education               | \$42,000          | 2    | Teacher of Record, Teacher of Service, Reporting, Goals                         |
| Teacher                               | ELL                             | \$42,000          | 1    | Teacher of Record, Teacher of Service, Reporting Goals, Intervention Specialist |
| Instructional Assistant               | Special Education / Title I Rtl | \$25,000          | 6    | Intervention Specialist                                                         |
| International Instructional Assistant | Rtl                             | \$25,000          | 1    | Enrichment Specialist                                                           |

\* FTE at capacity of school enrollment, K-8



## Parent Involvement

The Board of Eunoia Charter School of Excellence Indianapolis (ECSoEI) believes all parents and families want the best for their children, and acknowledges research showing that children do best when parents are engaged and actively participate in their child's learning. The following six standards guide the foundation of the Eunoia successful parent partnership –

- Standard I: Parenting skills are promoted and supported.
- Standard II: Communication between home and school is regular, two-way and meaningful.
- Standard III: Parents are welcome in the school and their support and assistance are sought.
- Standard IV: Parents play an integral role in assisting student learning.
- Standard V: Parents are full partners in the decisions that affect children and families.
- Standard VI: Community resources are used to strengthen schools, families, and student learning.

Residents, community and educational leaders with whom we have met indicate a strong desire and need for the Eunoia Charter School of Excellence Indianapolis, providing choice for parents of school age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in the Speedway Submarket provides families a quality K-8 education that offers a content-based curriculum that is rigorous, relevant and real, and counters the effects on parents of closing IPS schools in the community. Offering a network of choice resources across existing schools broadens the scope of quality programs, services and resources to a larger audience of families.

Engaging parents as active partners in their student's learning through workshops and parent resource materials develop understanding of family activities that support and connect to classroom instruction. Our goal is to actively engage and include parents in their child's educational journey -- building on a parent's role as a child's first teacher. Parent, staff and student commitments will signify and guide the partnership, focusing on the five pillars that form the operating principles for the Eunoia Charter School of Excellence Indianapolis community - 36,364 residents.

Eunoia Charter School of Excellence Indianapolis is a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of a place to call home. We believe that when a child's fundamental needs are addressed, and a culture established that fosters safety, well-being and consistency, the child is able to focus on learning and maximizing potential. Similar in concept, the Harlem Children's Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs' urban children, and you want them to be able to compete with their middle-class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents.

Eunoia Charter School of Excellence Indianapolis Home & Solace Program™

At Eunoia Charter School of Excellence Indianapolis, our understanding of child development and family environment is paramount. Our understanding is deep rooted in providing assistance in many ways to help alleviate or minimize the impact of financial instability within the family. After all if the family is in peril, then the child is in peril, and a young mind in peril will never be healthy enough to learn regardless of the high caliber teachers that instruct him.

Eunoia Charter School of Excellence Indianapolis will involve parents in the joint development of the Title I plan, Parent Involvement Policy, School-Student-Parent Agreement, and the process of school review and improvement through the following activities:

- Parent participation in the annual review of school-wide progress and development of the Single Plan for Student Achievement (including Title I plan)
- Parent participation in the annual review of Parent Involvement Policy
- Helping parents understand academic content standards, standardized test scores, and ECSOEI's annual yearly progress as needed
- Providing parents with regular feedback regarding student achievement
- Open door policy at monthly meetings of ECSOEI governing board
- Required parent service hours which can be fulfilled within the school setting

Eunoia Charter School of Excellence Indianapolis will coordinate service assistance and implement effective parent involvement activities to improve student achievement and school performance through the following activities:

- Encouraging school staff to pursue professional development focusing on strengthening parent involvement efforts and communication with families
- Providing parents information about Title I services, parental rights, and plan review processes
- Providing organized opportunities for parents to complete their parent hours
- Tracking the number of parent hours completed by each family • Distributing an online newsletter to families every two weeks

Will build capacity within school and parent for strong parental involvement through the following activities:

- Open door policy at monthly meetings of ECSOEI governing board • Encouraging school staff to pursue professional development focusing on strengthening parent involvement efforts and communication with families
- Requiring parents to sign the Parent-School Agreement whereby parents agree to complete 40 hours of service to the school per enrolled child
- Distributing an online newsletter to families every two weeks
- Informing parents of volunteer opportunities
- Encouraging parent participation on field trips and community functions
- Providing information regarding programs that promote literacy, parenting skills, student achievement, and parent participation in the education of children when requested

Eunoia Charter School of Excellence Indianapolis will conduct, with the involvement of parents, an annual evaluation of the Parent Involvement Policy that will include identifying barriers to

greater parent participation in volunteering in the classroom and in other school activities. Special attention will be paid to the following:

- Soliciting input from parents through a variety of means, including an annual parent/student survey
- Involving parents who are economically disadvantaged, disabled, or have limited English proficiency
- Involving parents of all races and ethnic backgrounds and of all educational levels
- Using evaluation results to revise, if needed, the Parent Involvement Policy

As a Title I school, Eunoia Charter School of Excellence Indianapolis will involve parents in school activities and forward information to parents related to school and parent programs, meetings, and other activities in a format and language that parents can understand. This will be accomplished through the following activities:

- Parent participation in the annual review of school-wide progress and development of the Single Plan for Student Achievement (including Title I plan)
- Parent participation in the annual review of Parent Involvement Policy
- Keeping track of completion of parent hours
- Soliciting parent input on the effectiveness of involvement opportunities
- Distributing an online newsletter to families every two weeks
- Providing copies of the Parent-School Agreement and ECSOEI handbook to families

Eunoia Charter School of Excellence Indianapolis will make accommodations to support parent involvement at the school level through the following activities:

- Arranging school and parent meetings at a variety of times and/or conducting phone conferences between parents and school staff
- Providing reasonable support for parental involvement activities as requested by parents
- Providing full opportunity for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in an easy to read format and, to the extent practicable, language that parents understand.
- Providing information, when requested, regarding continuing education

classes

## Organizational Structure

The governance structure of the Eunoia Charter Schools will be comprised of a Board of Directors and other standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, the approval of staff, staff hires and dismissals and election of the Board officers.

The Board of Directors of Eunoia Charter Schools will oversee management interactions between Institute for School Excellence and the Eunoia Charter Schools in line with the Charter Management Agreement (CMA). The Board of Directors for Eunoia will convene its first meeting no later than December 2011.

Business leaders and community members with expertise in law, finance, technology, education, behavioral development, fundraising and parenting will comprise the school's Board to ensure the support and insight necessary for success and oversight.

The roles and responsibilities of Board members include:

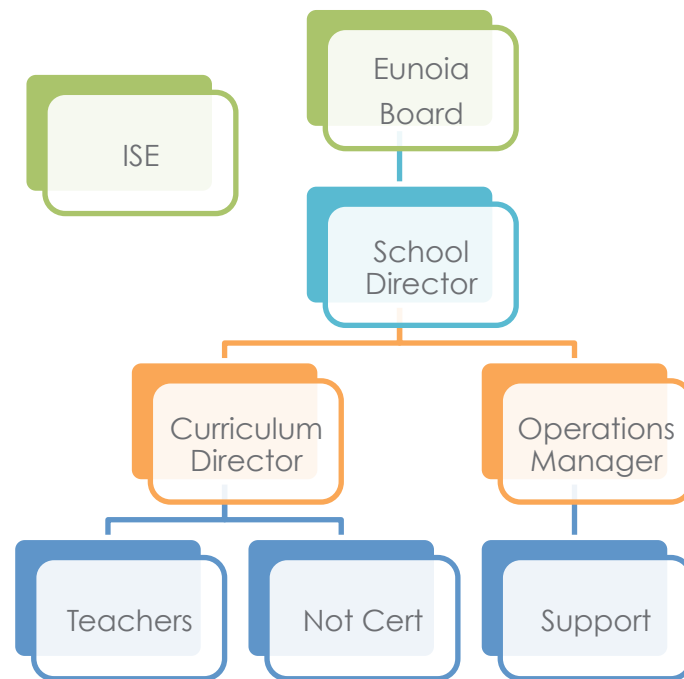
1. Ensure the philosophy and mission of the school are followed and in compliance with Illinois law;
2. Ensure that student performance is monitored and the school is meeting performance standards;
3. Ensure operational efficiency by approving and monitoring annual budgets, plans/performance;
4. Support school management, parents, teachers, and students in a superior learning experience;
5. Ensure legal and ethical integrity and maintain accountability; and
6. Establish policies that help the school achieve its mission and educational program

The Director and staff of Eunoia Charter Schools will conduct the day-to-day operations as defined by what a charter school is by the state of Indiana and within the contractual terms of the CMA.

The Board of Directors for Eunoia Charter School of Excellence will approve all staff positions and hiring of staff in compliance with applicable State employment laws. The school's administrative staff will include the School Director and Curriculum Director, who will work collaboratively to ensure the school's success. The School Director, an employee of ISE, reports to ISE and the Board of Directors, and will oversee Eunoia with direct supervision of the fiscal operation, organizational management and employment matters, working in conjunction with ISE. The Curriculum Director facilitates the school's learning community with the continuous improvement of curriculum and instructional



strategies and educational programs aligned with the school's mission and goals. He will report to the School Director.



1. All staff report to the School Director with indirect report to team leaders
2. Team leaders and the Curriculum Director will supervise instructional staff
3. Operational support staff (contractors, janitorial, cafeteria etc.) are directly supervised by the Operations Manager
4. The Curriculum Director and the Operations Manager will report to the School Director
5. The School Director will report to both the School board and ISE
6. ISE and the School board will work together to ensure the school model as designed is within compliance

Our basis for selecting this model ensures that intentionality and purposefulness of the educational model is sustained for generations to come while serving the needs of families and the community.

**ARTICLES OF INCORPORATION  
OF  
EUNOIA SCHOOL OF EXCELLENCE, INC.**

The undersigned incorporator, desiring to form a nonprofit corporation (hereinafter referred to as the "Corporation"), pursuant to the provisions of the Indiana General Not For Profit Corporation Act of 1986 (the "Act"), executes the following Articles of Incorporation.

**ARTICLE I  
Name and Type of Corporation**

The name of the Corporation is Eunoia School of Excellence, Inc. The Corporation is a corporation established for public benefit. (It is not a condominium association, cooperative housing corporation, or homeowner's association, nor will it function as a club.)

**ARTICLE II  
Purposes and Powers**

Section 2.1. Purposes. The Corporation is formed to:

- (a) Provide services as a local educational agency, public charter school serving Chicago, Indiana urban students; and
- (b) Transact any and all lawful business for which nonprofit corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for non-profit purposes.

Section 2.2. Nonprofit Purposes.

- (a) The Corporation is organized to operate exclusively for the charitable purposes established in this Article II. Contributions received by the Corporation will either be used directly to satisfy these purposes or will be invested with the income generated therefrom used to carry out the Corporation's charitable purposes.
- (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.
- (c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:
  - (i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or corresponding provisions of any subsequent Federal Tax laws, or
  - (ii) By a corporation, contributions to which are deductible under Section 170(c)(1) or (2) or Section 2522(a)(1) or (2) of the Code, or corresponding provisions of any subsequent Federal tax laws.

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

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

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

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

### **ARTICLE III**

#### **Period of Existence**

The period during which the Corporation shall continue is perpetual.

### **ARTICLE IV**

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

The name and address of the Registered Agent and Registered Office are:  
\_\_\_\_\_, IL \_\_\_\_\_.

### **ARTICLE V**

#### **Membership**

Michelle Thompson, PhD and Dmitri Seneca Snowden shall be the sole members of the Corporation (the "Members"). Each Member shall be entitled to one (1) vote on any matter submitted to a Membership vote.

## **ARTICLE VI**

### **Directors**

Section 6.1. Number of Directors. The number of Directors of the Corporation and their election shall be fixed by the Code of By-Laws of the Corporation, but in no event shall the number be more than eight (8) or less than three (3).

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

| <u>Name</u>            | <u>Address, State, Zip Code</u> |
|------------------------|---------------------------------|
| Michelle Thompson, PhD | _____                           |
| Dmitri Seneca Snowden  | _____                           |
| Claudette Kemp         | _____                           |
| Patricia Riley         | _____                           |

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

Section 6.4. Removal of Directors. Any or all members of the Board of Directors of the Corporation, other than the Members of the Corporation while serving as a Director, may be removed at any time with or without cause at the direction or other election of the Members of the Corporation.

## **ARTICLE VII**

### **Incorporator**

The name and post office address of the incorporator of the Corporation is Michelle Thompson, PhD \_\_\_\_\_.

## **ARTICLE VII**

### **Provisions for the Regulation and**

### **Conduct of the Affairs of the Corporation**

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

Section 7.1. Indemnification.

(a) The Corporation shall indemnify any person as of right who is or was a director, officer, employee, or agent of the Corporation, or is or was serving as a director, officer, employee, or agent of another corporation, partnership, or other enterprise at the request of the

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

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

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

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

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

Section 7.2. Restriction Upon Acceptance of Gifts. No gifts or other contributions to the Corporation shall be accepted by the Corporation if the use or expenditure of such gift or other contribution is subject to any condition which is inconsistent with the purposes of the Corporation as stated herein.

Section 7.3. Interest of Directors in Contracts. Any contract or other transaction between the Corporation and one or more of its Directors, or between the Corporation and any firm of which one or more of its Directors are members or employees, or in which they are interested, or between the Corporation and any corporation or association of which one or more of its Directors are shareholders, members, directors or employees, or in which they are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting of the Board of Directors of the Corporation which acts upon or in reference to such contract or transaction. Also, notwithstanding such Director's participation in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted in calculating the majority of such quorum necessary to carry such vote. Provided, however, such contract or transaction shall be at arm's length and not violative of the proscriptions of these Articles against the Corporation's use or application of its funds for private benefit.

Section 7.4. Net Earnings. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its directors, officers, or other private individuals.

Section 7.5. Private Corporation. If at any time it is determined by the Internal Revenue Service that the Corporation is a private Corporation within the meaning of Code Section 509(a) (or the corresponding provision of any future United States revenue law), the Corporation shall also be subject to the requirements set forth below in this Section.

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

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

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

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

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

Section 7.6. Articles of Incorporation. The Corporation reserves to the Members of the Corporation the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, nevertheless, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code, or such equivalent provision as may hereafter exist from time to time.

Section 7.7. By-Laws. The Board of Directors, with the consent of the Members of the Corporation, shall have the power to adopt and amend the By-Laws of the Corporation, which may contain other provisions consistent with the laws of the State of Indiana, for the regulation and management of the affairs of the Corporation.

Section 7.8. Not-for-Profit Status. Notwithstanding any contrary provisions contained herein, neither the Members nor the Board of Directors shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code Section 501(c)(3) or corresponding provisions of any subsequent federal tax laws.

IN WITNESS WHEREOF, the undersigned hereby executes these Articles of Incorporation as of this \_\_\_\_\_ day of \_\_\_\_\_, 2011.

\_\_\_\_\_  
\_\_\_\_\_, Incorporator

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## Organizational Structure

The governance structure of the Eunoia Charter Schools will be comprised of a Board of Directors and other standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, the approval of staff, staff hires and dismissals and election of the Board officers.

The Board of Directors of Eunoia Charter Schools will oversee management interactions between Institute for School Excellence and the Eunoia Charter Schools in line with the Charter Management Agreement (CMA). The Board of Directors for Eunoia will convene its first meeting no later than December 2011.

Business leaders and community members with expertise in law, finance, technology, education, behavioral development, fundraising and parenting will comprise the school's Board to ensure the support and insight necessary for success and oversight.

The roles and responsibilities of Board members include:

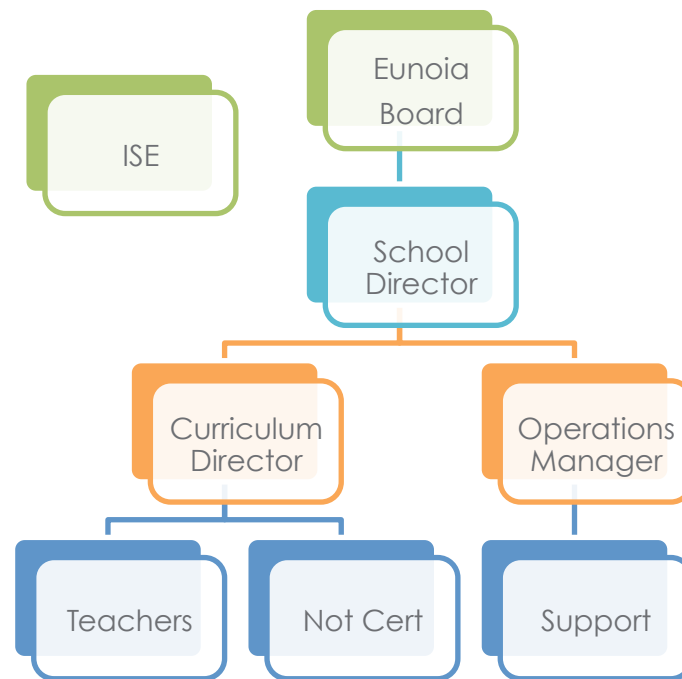
1. Ensure the philosophy and mission of the school are followed and in compliance with Illinois law;
2. Ensure that student performance is monitored and the school is meeting performance standards;
3. Ensure operational efficiency by approving and monitoring annual budgets, plans/performance;
4. Support school management, parents, teachers, and students in a superior learning experience;
5. Ensure legal and ethical integrity and maintain accountability; and
6. Establish policies that help the school achieve its mission and educational program

The Director and staff of Eunoia Charter Schools will conduct the day-to-day operations as defined by what a charter school is by the state of Indiana and within the contractual terms of the CMA.

The Board of Directors for Eunoia Charter School of Excellence will approve all staff positions and hiring of staff in compliance with applicable State employment laws. The school's administrative staff will include the School Director and Curriculum Director, who will work collaboratively to ensure the school's success. The School Director, an employee of ISE, reports to ISE and the Board of Directors, and will oversee Eunoia with direct supervision of the fiscal operation, organizational management and employment matters, working in conjunction with ISE. The Curriculum Director facilitates the school's learning community with the continuous improvement of curriculum and instructional



strategies and educational programs aligned with the school's mission and goals. He will report to the School Director.



1. Teachers and non-certified staff will report to the Curriculum Director
2. Other support staff (contractors, janitorial, cafeteria etc.) will report to the Operations Manager
3. The Curriculum Director and the operations Manager will report to the School Director
4. The School Director will report to both the School board and ISE
5. ISE and the School board will work together to ensure the school model as designed is within compliance

Our basis for selecting this model ensures that intentionality and purposefulness of the educational model is sustained for generations to come while serving the needs of families and the community.

**Table 20b – Flow of Information**

The Board and the Director are the primary communicators for the dissemination of information for the school to and from all stakeholders. The flowchart below reflects points of communication within each layer.

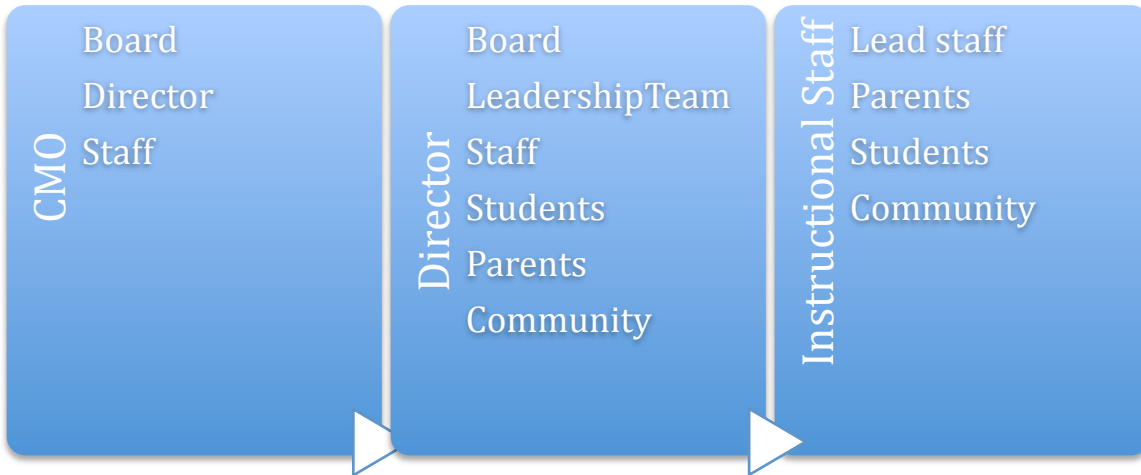


**Table 22a – First Year Staffing**

| Position                         | FTE  | Lead |
|----------------------------------|------|------|
| <b>Administration</b>            | (6)  |      |
| Director                         | 1    | 1    |
| Curriculum Director              | 1    | -    |
| Operations Manager               | 1    | -    |
| Secretary                        | 1    | -    |
| Counselor                        | 1    | -    |
| Nurse                            | 1    | -    |
|                                  |      |      |
| <b>Instruction</b>               | (26) |      |
| Kindergarten                     | 3    | 1    |
| Grade 1                          | 3    | 1    |
| Grade 2                          | 3    | 1    |
| Grade 3                          | 2    | -    |
| Grade 4                          | 2    | 1    |
| Grade 5                          | 2    | -    |
| Art                              | 1    | 1    |
| Music                            | 1    | -    |
| Physical Education /<br>Wellness | 1    | -    |
| World Language                   | 1    | -    |
| Special Education                | 1    | -    |
| ELL                              | 1    | -    |
| Instructional Assistants         | 5    | -    |
|                                  |      |      |
| Total                            | (32) |      |
|                                  |      |      |

**Table 22b – Staffing Projections**

| Position                                   | FTE         | Lead     | Year of Hire |
|--------------------------------------------|-------------|----------|--------------|
| <b>Administration</b>                      | (7)         |          |              |
| Director                                   | 1           | 1        | 2012         |
| Assistant Director                         | 1           | -        | 2015         |
| Curriculum Director                        | 1           | -        | 2012         |
| Operations Manager                         | 1           | -        | 2012         |
| Secretary                                  | 1           | -        | 2012         |
| Counselor                                  | 1           | -        | 2012         |
| <i>Nurse</i>                               | <i>1</i>    | <i>-</i> | <i>2012</i>  |
|                                            |             |          |              |
| <b>Instruction</b>                         | (35)        |          |              |
| Kindergarten                               | 3           | 1        | 2012         |
| Grade 1                                    | 3           | 1        | 2012         |
| Grade 2                                    | 3           | 1        | 2012         |
| Grade 3                                    | 2           | -        | 2012         |
| Grade 4                                    | 2           | 1        | 2012         |
| Grade 5                                    | 2           | -        | 2012         |
| Grade 6                                    | 2           | 1        | 2013         |
| Grade 7                                    | 2           | -        | 2014         |
| Grade 8                                    | 2           | -        | 2015         |
| Art                                        | 1           | 1        | 2012         |
| Music                                      | 1           | -        | 2012         |
| Physical Education / Wellness              | 1           | -        | 2012         |
| World Language                             | 1           | -        | 2012         |
| Special Education                          | 1           | -        | 2012         |
|                                            | 1           |          | 2014         |
| ELL                                        | 1           | -        | 2012         |
| Instructional Assistants                   | 5           | -        | 2012         |
| <i>International Instructional Coaches</i> | <i>2</i>    | <i>-</i> | <i>2015</i>  |
| <b>Total</b>                               | <b>(42)</b> |          |              |
|                                            |             |          |              |



Table 25 – Budget Worksheet A

|                                                               |                                          |                                                                                                                                                                                                                           |
|---------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preoperational Year 2011 - 2012                               |                                          |                                                                                                                                                                                                                           |
| SCHOOL NAME: Eunoia Charter School of Excellence Indianapolis | DATES COVERED: December 2011 – June 2012 |                                                                                                                                                                                                                           |
| INCOME                                                        |                                          |                                                                                                                                                                                                                           |
| Cash In -- Funding Source                                     | Budget Amount                            | Description: Specific Source                                                                                                                                                                                              |
| State Grants (PCSP)                                           | 215,000                                  | PCSP Grant – Staff Training Stipends, Contractual Work with Director and Office Admin, CMO, Core Knowledge Training, Instructional Materials, Staff Recruitment, Fundraising                                              |
| Other Grants (Lego Foundation, Walton Foundation)             | 255,000                                  | Walton Grant – Staff Computers (Apple), RenWeb Student Information System, Student Computers (Apple)<br>Lego Foundation – MI Zone environmental green360 room – recycled tires for floor, plants, butterflies, water wall |
| Investment Earnings                                           |                                          |                                                                                                                                                                                                                           |
| Donations/Gifts (Please Describe)                             |                                          |                                                                                                                                                                                                                           |
| Other (Please Describe)                                       |                                          |                                                                                                                                                                                                                           |
| TOTAL CASH IN (INCOME)                                        | 470,000                                  |                                                                                                                                                                                                                           |
| EXPENSES                                                      |                                          |                                                                                                                                                                                                                           |
| Expenditure                                                   | Budget Amount                            | Description: Assumptions                                                                                                                                                                                                  |
| Legal                                                         | 10,000                                   | Contracts and Policies Review                                                                                                                                                                                             |
| Accounting and Consulting                                     | 77,400                                   | CMO, Director / Office Admin Contract (March-June), Bookkeeping AP/AR, Training Stipends                                                                                                                                  |
| Filing                                                        |                                          |                                                                                                                                                                                                                           |
| Fundraising                                                   | 2,500                                    | Grant RFP Review / Completion, Reception Fundraising                                                                                                                                                                      |
| Marketing: Including Printing and Postage                     | 7,000                                    | Staff Recruitment                                                                                                                                                                                                         |
| Rent: Office Space and Utilities                              | 8,320                                    | Office Lease (December – June)                                                                                                                                                                                            |
| Supplies                                                      | 61,000                                   | Office, Instructional Supplies / e-Suite Licenses/Materials                                                                                                                                                               |
| Equipment                                                     | 180,000                                  | Staff, Student Computers, Copiers, Printers                                                                                                                                                                               |
| Labor                                                         | 4,000                                    | Office Admin/Clerical                                                                                                                                                                                                     |
| Other (Please Describe)                                       | 37,000                                   | Student Information System, Teacher/Staff Training Stipends                                                                                                                                                               |
| TOTAL EXPENSES                                                | 387,220                                  |                                                                                                                                                                                                                           |

**Table 25 – Budget Worksheet A**

## Table 25- Budget Worksheet B

## Budget Schedule B

[illegible]



### Table 25- Budget Worksheet B

[illegible]

## Table 25- Budget Worksheet B

[illegible]

## Table 25- Budget Worksheet B

[illegible]

### Table 25– Budget Worksheet B

[illegible]

|                                                                                                      |  |           |     |        |        |          |         |           |
|------------------------------------------------------------------------------------------------------|--|-----------|-----|--------|--------|----------|---------|-----------|
| Eunoia Charter School of Excellence                                                                  |  |           |     |        |        |          |         |           |
| 12-13 STAFF REQUIREMENTS                                                                             |  |           |     |        |        |          |         |           |
| Prepared: 09/13/2011                                                                                 |  |           |     |        |        |          |         |           |
| * Includes 3% average salary increase of 3% per year                                                 |  |           |     |        |        |          |         |           |
|                                                                                                      |  | 2012-2013 |     | FICA   | SUI    | TRF/PERF | INS     | TOTAL     |
| ADMINISTRATIVE                                                                                       |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
| School Director                                                                                      |  | 75,000    |     | 5,738  | 700    | 5,625    | 4,500   | 91,563    |
| Curriculum Director                                                                                  |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Counselor                                                                                            |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Operations Director                                                                                  |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Admin Asst                                                                                           |  | 30,000    |     | 2,295  | 700    | 2,250    | 4,500   | 39,745    |
| Admin Asst                                                                                           |  | -         |     | -      | -      | -        | -       | -         |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  | 231,000   | 19% | 17,672 | 3,500  | 17,325   | 22,500  | 291,997   |
| INSTRUCTIONAL - Certified                                                                            |  |           |     |        |        |          |         |           |
| Kindergarten                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Kindergarten                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Kindergarten                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Kindergarten                                                                                         |  | -         |     | -      | -      | -        | -       | -         |
|                                                                                                      |  |           |     |        |        |          |         |           |
| First Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| First Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| First Grade                                                                                          |  | -         |     | -      | -      | -        | -       | -         |
| First Grade                                                                                          |  | -         |     | -      | -      | -        | -       | -         |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Second Grade                                                                                         |  | 42,000    |     | 3,213  | -      | 3,150    | -       | 48,363    |
| Second Grade                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Second Grade                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Third Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Third Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Fourth Grade                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Fourth Grade                                                                                         |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Fifth Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
| Fifth Grade                                                                                          |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     | -      |        |          |         |           |
| World Language Teacher                                                                               |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Music                                                                                                |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Art                                                                                                  |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| PE/Health                                                                                            |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Special Ed                                                                                           |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
| ELL                                                                                                  |  | 42,000    |     | 3,213  | 700    | 3,150    | 4,500   | 53,563    |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  | 840,000   | 71% | 64,260 | 13,300 | 63,000   | 85,500  | 1,066,060 |
| Instructional Assistant -- Non Cert                                                                  |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
| Instructional Assistant                                                                              |  | 23,000    |     | 1,760  | 700    | 1,725    | 4,500   | 31,685    |
| Instructional Assistant                                                                              |  | 23,000    |     | 1,760  | 700    | 1,725    | 4,500   | 31,685    |
| Instructional Assistant                                                                              |  | 23,000    |     | 1,760  | 700    | 1,725    | 4,500   | 31,685    |
| Instructional Assistant                                                                              |  | 23,000    |     | 1,760  | 700    | 1,725    | 4,500   | 31,685    |
| Instructional Assistant                                                                              |  | 23,000    |     | 1,760  | 700    | 1,725    | 4,500   | 31,685    |
|                                                                                                      |  | 115,000   | 10% | 8,798  | 3,500  | 8,625    | 22,500  | 158,423   |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  | 955,000   |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  | 1,186,000 | 1   | 90,729 | 20,300 | 88,950   | 130,500 | 1,516,479 |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          | 330,479 |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
|                                                                                                      |  |           |     |        |        |          |         |           |
| * Insurance benefits are estimated at \$4500 per employee for the 12-13 year; annual increase at 15% |  |           |     |        |        |          |         |           |

# Eunoia Charter School of Excellenc Indianapolis

## 5-Year Forecast 2012 - 2017

Last Revised: 09/10/2011

|                      | <u>2012-2013</u> | <u>2013-2014</u> | <u>2014-2015</u> | <u>2015-2016</u> | <u>2016-2017</u> |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Student Count</b> |                  |                  |                  |                  |                  |
| Kindergarten         | 75               | 75               | 75               | 75               | 75               |
| 1st Grade            | 75               | 75               | 75               | 75               | 75               |
| 2nd Grade            | 75               | 75               | 75               | 75               | 75               |
| 3rd Grade            | 60               | 60               | 60               | 60               | 60               |
| 4th Grade            | 60               | 60               | 60               | 60               | 60               |
| 5th Grade            | 60               | 60               | 60               | 60               | 60               |
| 6th Grade            | 0                | 60               | 60               | 60               | 60               |
| 7th Grade            | 0                | 0                | 60               | 60               | 60               |
| 8th Grade            | 0                | 0                | 0                | 60               | 60               |
| Total                | 405              | 465              | 525              | 585              | 585              |
| <b>ADM</b>           | <b>368</b>       | <b>428</b>       | <b>488</b>       | <b>548</b>       | <b>548</b>       |
| % Increase           |                  | 15%              | 13%              | 11%              | 0%               |

|                       | <u>1st School Year</u> | <u>2nd School Year</u> | <u>3rd School Year</u> | <u>4th School Year</u> | <u>5th School Year</u> |
|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Income</b>         |                        |                        |                        |                        |                        |
| Basic Support         | 1,267,875              | 2,742,750              | 3,156,750              | 3,570,750              | 3,942,000              |
| Common School Loan    | 1,267,875              | 204,000                | -                      | -                      | -                      |
| Student Lunch Revenue | 164,759                | 189,168                | 213,576                | 237,985                | 237,985                |
| Contribution Income   | 95,000                 | 105,000                | 7,500                  | 10,000                 | 10,000                 |
| Federal Grants        | 1,104,238              | 1,267,829              | 1,431,420              | 1,595,010              | 1,595,010              |
| Interest Income       | 1,500                  | 1,500                  | 1,500                  | 1,500                  | 1,500                  |
| Other Income          | 101,306                | 20,000                 | 20,000                 | 20,000                 | 20,000                 |
| <b>Total Income</b>   | <b>4,002,553</b>       | <b>4,530,247</b>       | <b>4,830,746</b>       | <b>5,435,246</b>       | <b>5,806,496</b>       |

### Expenses

#### Instructional Expenses

|                                    |                  |                  |                  |                  |                  |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Salaries & Wages                   | 979,000          | 1,008,370        | 1,038,621        | 1,069,780        | 1,101,873        |
| Payroll Taxes & Benefits           | 286,823          | 324,971          | 368,192          | 417,162          | 472,644          |
| Supplies/Materials/Equipment       | 297,392          | 216,747          | 223,249          | 229,946          | 126,845          |
| Professional Services              | 40,278           | 41,486           | 42,731           | 44,013           | 45,333           |
| Training Expenses                  | 47,000           | 7,000            | 7,000            | 7,000            | 5,000            |
| Other Expenses                     | 28,000           | 33,113           | 38,507           | 44,195           | 45,521           |
| <b>Total Instructional Expense</b> | <b>1,678,494</b> | <b>1,631,687</b> | <b>1,718,300</b> | <b>1,812,096</b> | <b>1,797,216</b> |

#### General & Administrative

|                                                   |                |                |                |                |                  |
|---------------------------------------------------|----------------|----------------|----------------|----------------|------------------|
| Salaries & Wages                                  | 239,000        | 246,170        | 298,555        | 307,512        | 316,737          |
| Payroll Taxes & Benefits                          | 61,054         | 69,174         | 92,283         | 104,557        | 118,463          |
| Supplies/Materials/Equipment                      | 48,900         | 57,829         | 67,249         | 77,183         | 79,498           |
| Professional Expenses                             | 311,478        | 332,286        | 372,109        | 412,009        | 448,141          |
| Community Relations                               | 12,500         | 5,000          | 5,150          | 5,305          | 5,464            |
| Other Expense                                     | 80,676         | 83,096         | 85,589         | 88,157         | 90,802           |
| <b>Total General &amp; Administrative Expense</b> | <b>753,608</b> | <b>793,555</b> | <b>920,936</b> | <b>994,722</b> | <b>1,059,105</b> |

#### Facilities Expense

**Eunoia Charter School of Excellenc Indianapolis****5-Year Forecast 2012 - 2017**

Last Revised: 09/10/2011

|                                     | <u>2012-2013</u> | <u>2013-2014</u> | <u>2014-2015</u> | <u>2015-2016</u> | <u>2016-2017</u> |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Supplies/Materials/Equipment        | 14,750           | 15,193           | 15,648           | 16,118           | 16,601           |
| Rent/Leasehold Improvements         | 530,256          | 530,256          | 530,256          | 530,256          | 530,256          |
| Professional Services               | 81,968           | 84,427           | 86,960           | 89,569           | 92,256           |
| Utilities/Property Tax              | 109,800          | 122,976          | 137,733          | 154,261          | 172,772          |
| Insurance Expense                   | 24,200           | 27,104           | 30,356           | 33,999           | 38,079           |
| Total Facilities Expense            | 760,974          | 779,956          | 800,954          | 824,203          | 849,965          |
| <b>Technology Expense</b>           |                  |                  |                  |                  |                  |
| Supplies/Materials/Equipment        | 438,530          | 15,000           | 15,000           | 15,000           | 15,000           |
| Professional Services               | 55,200           | 56,856           | 58,562           | 60,319           | 62,128           |
| Total Technology Expense            | 493,730          | 71,856           | 73,562           | 75,319           | 77,128           |
| <b>Debt Service</b>                 |                  |                  |                  |                  |                  |
| Common School Loan Payment          | -                | 120,000          | 120,000          | 120,000          | 120,000          |
| Total Building Debt Service Expense | -                | 120,000          | 120,000          | 120,000          | 120,000          |
| <b>Other Expense</b>                |                  |                  |                  |                  |                  |
| Transportation Expense              | 150,000          | 165,000          | 181,500          | 199,650          | 219,615          |
| School Lunch                        | 190,002          | 224,695          | 261,298          | 299,896          | 308,893          |
| Other Expenses                      | 3,800            | 3,914            | 4,031            | 4,152            | 4,277            |
| Total Other Expenses                | 343,802          | 393,609          | 446,830          | 503,698          | 532,785          |
| <b>Total Expense</b>                | 4,030,607        | 3,790,662        | 4,080,581        | 4,330,037        | 4,436,198        |
| <b>Net Income</b>                   | (28,054)         | 739,585          | 750,165          | 1,105,208        | 1,370,298        |
| <b>Ending Cash Balance</b>          | 54,726           | 794,311          | 1,544,476        | 2,649,684        | 4,019,982        |

# Eunoia Charter School of Excellence

Budget for 2012-2013

Last Revised: 09/13/2011

|                                  | July '12         | Aug '12       | Sept '12      | Oct '12       | Nov '12       | Dec '12        | Jan '13        | Feb '13        | March '13      | April '13      | May '13        | June '13       |
|----------------------------------|------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                  | Budget           | Budget        | Budget        | Budget        | Budget        | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         |
| <b>INCOME</b>                    |                  |               |               |               |               |                |                |                |                |                |                |                |
| 3111 Basic Grant                 | -                | -             | -             | -             | -             | -              | 211,313        | 211,313        | 211,313        | 211,313        | 211,313        | 211,313        |
| <b>State Basic Support</b>       | -                | -             | -             | -             | -             | -              | <b>211,313</b> | <b>211,313</b> | <b>211,313</b> | <b>211,313</b> | <b>211,313</b> | <b>211,313</b> |
| 5300 Common School Loan          | 1,267,875        | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| <b>Common School Loan</b>        | <b>1,267,875</b> | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 1612 Student Lunch               | -                | 400           | 400           | 400           | 400           | 400            | 400            | 400            | 400            | 400            | 400            | -              |
| 3151 State Matching Funds        | -                | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 4291 Federal Lunch Program       | -                | 12,006        | 15,250        | 15,250        | 15,250        | 15,250         | 15,250         | 15,250         | 15,250         | 15,250         | 15,250         | 6,503          |
| 4292 Federal Breakfast Reimb     | -                | 500           | 500           | 500           | 500           | 500            | 500            | 500            | 500            | 500            | 500            | -              |
| <b>Student Lunch Revenue</b>     | -                | <b>12,906</b> | <b>16,150</b> | <b>16,150</b> | <b>16,150</b> | <b>16,150</b>  | <b>16,150</b>  | <b>16,150</b>  | <b>16,150</b>  | <b>16,150</b>  | <b>16,150</b>  | <b>6,503</b>   |
| 1920 Donations                   | -                | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 1920 Foundation Grants           | 95,000           | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| <b>Contribution Income</b>       | <b>95,000</b>    | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 3280 Professional Dev            | -                | -             | -             | -             | -             | -              | 3,000          | -              | -              | -              | -              | -              |
| Full Day KDG                     | -                | -             | -             | -             | -             | 80,000         | -              | -              | -              | -              | -              | -              |
| 4414 09-10 Title I               | -                | 38,400        | 38,400        | 38,400        | 38,400        | 38,400         | 38,400         | 38,400         | 38,400         | 38,400         | 38,400         | -              |
| Title II                         | -                | 7,179         | 7,179         | 7,179         | 7,179         | 7,179          | 7,179          | 7,179          | 7,179          | 7,179          | 7,179          | -              |
| Federal APC SPED                 | -                | 9,045         | 9,045         | 9,045         | 9,045         | 9,045          | 9,045          | 9,045          | 9,045          | 9,045          | 9,045          | -              |
| Walton Grant                     | 250,000          | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| Implementation                   | 220,000          | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 4499 Other Federal Grants        | -                | 500           | 500           | 500           | 500           | 500            | 500            | 500            | 500            | 500            | 500            | -              |
| <b>Prof Dev / Federal Grants</b> | <b>470,000</b>   | <b>55,124</b> | <b>55,124</b> | <b>55,124</b> | <b>55,124</b> | <b>135,124</b> | <b>58,124</b>  | <b>55,124</b>  | <b>55,124</b>  | <b>55,124</b>  | <b>55,124</b>  | -              |
| 1510 Interest Income             | 130              | 130           | 130           | 130           | 130           | 130            | 120            | 120            | 120            | 120            | 120            | 120            |
| <b>Interest Income</b>           | <b>130</b>       | <b>130</b>    | <b>130</b>    | <b>130</b>    | <b>130</b>    | <b>130</b>     | <b>120</b>     | <b>120</b>     | <b>120</b>     | <b>120</b>     | <b>120</b>     | <b>120</b>     |
| 1741 Textbook Fees               | -                | -             | -             | -             | -             | 5,000          | -              | -              | -              | -              | -              | -              |
| 3410 Textbook Reimbursement      | -                | -             | -             | -             | -             | 52,000         | -              | -              | -              | -              | -              | -              |
| 1960 Student Fees                | -                | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| 1999 E-Rate                      | -                | -             | -             | -             | -             | -              | 26,056         | -              | -              | -              | -              | 18,250         |
| 7329 Overpayments/ Refunds       | -                | -             | -             | -             | -             | -              | -              | -              | -              | -              | -              | -              |
| <b>Other Income</b>              | -                | -             | -             | -             | -             | <b>57,000</b>  | <b>26,056</b>  | -              | -              | -              | -              | <b>18,250</b>  |
| <b>Total Income</b>              | <b>1,833,005</b> | <b>68,160</b> | <b>71,404</b> | <b>71,404</b> | <b>71,404</b> | <b>208,404</b> | <b>311,762</b> | <b>282,706</b> | <b>282,706</b> | <b>282,706</b> | <b>282,706</b> | <b>236,186</b> |

## Instructional Expenses

|                                     |               |               |               |               |               |               |               |               |               |               |               |                |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| 11100.110 Certified Salaries        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000        | 70,000         |
| 11100.120 Non-Cert Salaries         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583         | 9,583          |
| 11100.110/120 Staff Bonuses         | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | 24,000         |
| <b>Salaries &amp; Wages</b>         | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>79,583</b> | <b>103,583</b> |
| 26491.214 PERF Expense              | -             | -             | 2,012         | -             | -             | 2,012         | -             | -             | 2,012         | -             | -             | 2,012          |
| 26492.211/212 Payroll Taxes         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 6,088         | 7,924          |
| 26493.220 Workman's Comp            | -             | -             | -             | -             | 3,000         | -             | -             | -             | -             | -             | -             | -              |
| 26494.220 Employee Ins              | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125        | 10,125         |
| 26496.230 Unemploy Tax              | 4,725         | 4,725         | -             | -             | -             | -             | 4,725         | 4,725         | -             | -             | -             | -              |
| 26497.216 TRF Expense               | -             | -             | 14,700        | -             | -             | 14,700        | -             | -             | 14,700        | -             | -             | 16,380         |
| <b>Payroll Taxes &amp; Benefits</b> | <b>20,938</b> | <b>20,938</b> | <b>32,926</b> | <b>16,213</b> | <b>19,213</b> | <b>32,926</b> | <b>20,938</b> | <b>20,938</b> | <b>32,926</b> | <b>16,213</b> | <b>16,213</b> | <b>36,442</b>  |
| 11100.411 Classroom Supplies        | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393         | 6,393          |
| 11100.420 Textbooks                 | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764        | 17,764         |
| <u>Teacher Desks</u>                | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student Kindergarten desks</u>   | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student Kindergarten chairs</u>  | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student 1st Grade desks</u>      | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student 1st Grade chairs</u>     | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Office Desks</u>                 | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student 2-5 desks</u>            | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Student 2-5 chairs</u>           | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Classroom Tables/aux</u>         | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Conference Table w/ chairs</u>   | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Reception Desk</u>               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |
| <u>Cafeteria Tables</u>             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -              |



# Eunoia Charter School of Excellence

Budget for 2012-2013

Last Revised: 09/13/2011

|                                     | July '12       | Aug '12        | Sept '12       | Oct '12        | Nov '12        | Dec '12        | Jan '13        | Feb '13        | March '13      | April '13      | May '13        | June '13       |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                     | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         | Budget         |
| Staff Dining room tables            |                | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| Staff Dining room chairs            |                | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| File Cabinets                       |                | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| Fire Proof file cabinets            |                | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| 22220.411 Library Supplies          | 7,500          | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| <b>Supplies/Materials/Equipment</b> | <b>31,658</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  | <b>24,158</b>  |
| 11100.311 Substitute Teacher        | 1,167          | 1,167          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          | 1,192          |
| 11100.319 Instructional Coaches     | 9,588          | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| 11100.319 Professional Services     | -              | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | 1,644          | -              |
| <b>Professional Services</b>        | <b>10,755</b>  | <b>2,811</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>2,836</b>   | <b>1,192</b>   |
| 22130.312 Program Improv            | 12,000         | 30,000         | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| 22130.411 Supplies                  | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              |
| 22130.332 Travel                    | 2,500          | -              | -              | -              | -              | -              | 2,500          | -              | -              | -              | -              | -              |
| <b>Training Expenses</b>            | <b>14,500</b>  | <b>30,000</b>  | -              | -              | -              | -              | <b>2,500</b>   | -              | -              | -              | -              | -              |
| 11100.390 Class Trip                | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          | 2,000          |
| 11100.390 Class Trip Transp         | -              | -              | 1,000          | -              | -              | 1,000          | -              | -              | 1,000          | -              | -              | 1,000          |
| <b>Other Expenses</b>               | <b>2,000</b>   | <b>2,000</b>   | <b>3,000</b>   | <b>2,000</b>   | <b>2,000</b>   | <b>3,000</b>   | <b>2,000</b>   | <b>2,000</b>   | <b>3,000</b>   | <b>2,000</b>   | <b>2,000</b>   | <b>3,000</b>   |
| <b>Total Instructional Expense</b>  | <b>159,434</b> | <b>159,490</b> | <b>142,502</b> | <b>124,790</b> | <b>127,790</b> | <b>142,502</b> | <b>132,015</b> | <b>129,515</b> | <b>142,502</b> | <b>124,790</b> | <b>124,790</b> | <b>168,374</b> |
| <b>General &amp; Administrative</b> |                |                |                |                |                |                |                |                |                |                |                |                |
| 24900.110 Certified Admin Salary    | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          | 6,250          |
| 24100.120 Non-Cert Sal              | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          | 6,000          |
| 24900.110 Curriculum Director       | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          |
| 24900.110 Counselor                 | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          | 3,500          |
| Bonuses                             |                | -              | -              | -              | -              | -              | -              | -              | -              | -              | -              | 8,000          |
| <b>Salaries &amp; Wages</b>         | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>19,250</b>  | <b>27,250</b>  |
| 26491.214 PERF Expense              |                |                | 1,260          |                |                | 1,260          |                |                | 1,260          |                |                | 1,260          |
| 26492.211/212 Payroll Taxes         | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 1,473          | 2,085          |
| 26493.220 Workman's Comp            |                |                |                |                |                | 600            |                |                |                |                |                |                |
| 26494.220 Employee Ins              | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          | 1,875          |
| 26496.230 Unemploy Tax              | 875            | 875            |                |                |                |                | 875            | 875            |                |                |                |                |
| 26497.216 TRF Expense               |                |                | 2,783          |                |                | 2,783          |                |                | 2,783          |                |                | 2,783          |
| 26499.290 Other Benefits            |                |                |                |                |                |                |                |                |                |                |                |                |
| <b>Payroll Taxes &amp; Benefits</b> | <b>4,223</b>   | <b>4,223</b>   | <b>7,390</b>   | <b>3,348</b>   | <b>3,948</b>   | <b>7,390</b>   | <b>4,223</b>   | <b>4,223</b>   | <b>7,390</b>   | <b>3,348</b>   | <b>3,348</b>   | <b>8,002</b>   |
| 24100.343 Postage                   | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            |
| 24100.360 Printing                  | 500            |                |                | 500            |                |                | 500            |                |                | 500            |                |                |
| 24100.411 Supplies                  | 5,000          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          |
| Dues & Subscriptions                | 150            | 150            | 150            | 150            | 150            | 150            | 150            | 150            | 150            | 150            | 150            | 150            |
| 25360.325 Equip Rent                | 750            | 750            | 750            | 750            | 750            | 750            | 750            | 750            | 750            | 750            | 750            | 750            |
| <b>Supplies/Materials/Equip</b>     | <b>6,700</b>   | <b>3,700</b>   | <b>3,700</b>   | <b>4,200</b>   | <b>3,700</b>   | <b>3,700</b>   | <b>4,200</b>   | <b>3,700</b>   | <b>3,700</b>   | <b>4,200</b>   | <b>3,700</b>   | <b>3,700</b>   |
| 23150.318 Legal Fees                | 1,250          |                |                | 1,250          |                |                | 1,250          |                |                | 1,250          |                |                |
| 24100.319 Prof Services             | 3,500          | 3,500          | 3,500          | 3,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          | 2,500          |
| 25240.314 Paychex Fee               | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            | 300            |
| 24100.319 CMO Fee                   | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         | 19,044         |
| 25250.319 Bookkeeping               | 4,250          | 4,250          | 4,250          | 2,400          | 2,400          | 2,400          | 2,400          | 3,600          | 3,000          | 2,400          | 2,400          | 4,500          |
| 25295.621 Bank Fees                 | 25             | 25             | 25             | 25             | 25             | 25             | 25             | 25             | 25             | 25             | 25             | 25             |
| 25250.319 Accounting / 990          |                |                |                |                |                |                |                |                |                |                |                | 1,800          |
| <b>Professional Services</b>        | <b>28,369</b>  | <b>27,119</b>  | <b>27,119</b>  | <b>26,519</b>  | <b>24,269</b>  | <b>24,269</b>  | <b>25,519</b>  | <b>25,469</b>  | <b>24,869</b>  | <b>25,519</b>  | <b>24,269</b>  | <b>28,169</b>  |
| 23220.350 Advertising               | 4,000          |                |                |                |                |                | 200            |                |                |                |                | 2,000          |
| Radio                               | 1,200          | 1,200          | 1,200          |                |                |                |                |                |                |                |                |                |
| Print                               | 1,500          | 200            |                |                |                |                |                |                |                |                | 1,000          |                |
| <b>Community Relations</b>          | <b>6,700</b>   | <b>1,400</b>   | <b>1,200</b>   | -              | -              | -              | <b>200</b>     | -              | -              | -              | <b>1,000</b>   | <b>2,000</b>   |
| 24100.332 Travel                    | 1,500          |                |                |                | 1,500          |                |                |                |                |                |                |                |
| 25291.670 Refund of Revenue         |                |                |                |                |                |                |                |                |                |                |                |                |
| 26420.350 Recruitment Advertising   | 400            |                |                | 300            |                |                | 400            |                |                | 400            |                |                |
| BSU Administrative Fee              | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          | 6,348          |
| <b>Other Expenses</b>               | <b>8,248</b>   | <b>6,348</b>   | <b>6,348</b>   | <b>6,648</b>   | <b>7,848</b>   | <b>6,348</b>   | <b>6,748</b>   | <b>6,348</b>   | <b>6,348</b>   | <b>6,748</b>   | <b>6,348</b>   | <b>6,348</b>   |
| <b>Total General/Admin</b>          | <b>73,490</b>  | <b>62,040</b>  | <b>65,007</b>  | <b>59,965</b>  | <b>59,015</b>  | <b>60,957</b>  | <b>60,140</b>  | <b>58,990</b>  | <b>61,557</b>  | <b>59,065</b>  | <b>57,915</b>  | <b>75,469</b>  |

# Eunoia Charter School of Excellence

Budget for 2012-2013

Last Revised: 09/13/2011

|                                    | July '12         | Aug '12          | Sept '12         | Oct '12          | Nov '12          | Dec '12         | Jan '13        | Feb '13        | March '13       | April '13      | May '13        | June '13        |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|-----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|
|                                    | Budget           | Budget           | Budget           | Budget           | Budget           | Budget          | Budget         | Budget         | Budget          | Budget         | Budget         | Budget          |
| <b>Facilities Expense</b>          |                  |                  |                  |                  |                  |                 |                |                |                 |                |                |                 |
| 25370.540 Equip                    | -                | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| Fire Extinguishers                 | 4,000            | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| 25420.411 Janitorial Supplies      | 2,500            | 750              | 750              | 750              | 750              | 750             | 750            | 750            | 750             | 750            | 750            | 750             |
| <b>Supplies/Materials/Equip</b>    | <b>6,500</b>     | <b>750</b>       | <b>750</b>       | <b>750</b>       | <b>750</b>       | <b>750</b>      | <b>750</b>     | <b>750</b>     | <b>750</b>      | <b>750</b>     | <b>750</b>     | <b>750</b>      |
| 25360.325 Rent                     | 44,188           | 44,188           | 44,188           | 44,188           | 44,188           | 44,188          | 44,188         | 44,188         | 44,188          | 44,188         | 44,188         | 44,188          |
| 25351.521 Leasehold Improvements   | -                | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| <b>Rent/Leasehold Improvements</b> | <b>44,188</b>    | <b>44,188</b>    | <b>44,188</b>    | <b>44,188</b>    | <b>44,188</b>    | <b>44,188</b>   | <b>44,188</b>  | <b>44,188</b>  | <b>44,188</b>   | <b>44,188</b>  | <b>44,188</b>  | <b>44,188</b>   |
| 25420.322 Cleaning Services        | 4,989            | 4,989            | 4,989            | 4,989            | 4,989            | 4,989           | 4,989          | 4,989          | 4,989           | 4,989          | 4,989          | 4,989           |
| 25420.323 Bldg Mtnc/Repairs        | -                | -                | -                | -                | -                | -               | -              | -              | 2,750           | -              | -              | 2,750           |
| 25420.388 Trash Removal            | 600              | 600              | 600              | 600              | 600              | 600             | 600            | 600            | 600             | 600            | 600            | 600             |
| 25430.319 Grounds Mtnc             | -                | -                | -                | -                | -                | 800             | 800            | 800            | -               | -              | 800            | 800             |
| Signage                            | -                | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| 25460.344 Security/Alarm           | 450              | 450              | 450              | 450              | 450              | 450             | 450            | 450            | 450             | 450            | 450            | 450             |
| <b>Professional Services</b>       | <b>6,039</b>     | <b>6,039</b>     | <b>6,039</b>     | <b>6,039</b>     | <b>6,039</b>     | <b>6,839</b>    | <b>6,839</b>   | <b>6,839</b>   | <b>8,789</b>    | <b>6,039</b>   | <b>6,839</b>   | <b>9,589</b>    |
| 24100.341 Telephone                | 1,000            | 1,000            | 1,000            | 1,000            | 1,000            | 1,000           | 1,000          | 1,000          | 1,000           | 1,000          | 1,000          | 1,000           |
| 25420.381 Electricity              | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000           | 4,000          | 4,000          | 4,000           | 4,000          | 4,000          | 4,000           |
| 25420.382 Gas                      | 3,500            | 3,500            | 3,500            | 3,500            | 3,500            | 3,500           | 3,500          | 3,500          | 3,500           | 3,500          | 3,500          | 3,500           |
| Exterminating                      | 300              | -                | -                | 300              | -                | -               | 300            | -              | -               | 300            | -              | -               |
| 25420.385 Water/Sewer              | 550              | 550              | 550              | 550              | 550              | 550             | 550            | 550            | 550             | 550            | 550            | 550             |
| <b>Utilities</b>                   | <b>9,350</b>     | <b>9,050</b>     | <b>9,050</b>     | <b>9,350</b>     | <b>9,050</b>     | <b>9,050</b>    | <b>9,350</b>   | <b>9,050</b>   | <b>9,050</b>    | <b>9,350</b>   | <b>9,050</b>   | <b>9,050</b>    |
| 25470.324 Insurance                | 5,000            | 5,000            | 1,400            | 1,400            | 1,400            | 1,400           | 1,400          | 1,400          | 1,400           | 1,400          | 1,400          | 1,400           |
| 25470.624 Treas Bond               | 200              | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| <b>Insurance Expense</b>           | <b>5,200</b>     | <b>5,000</b>     | <b>1,400</b>     | <b>1,400</b>     | <b>1,400</b>     | <b>1,400</b>    | <b>1,400</b>   | <b>1,400</b>   | <b>1,400</b>    | <b>1,400</b>   | <b>1,400</b>   | <b>1,400</b>    |
| <b>Total Facilities Expense</b>    | <b>71,277</b>    | <b>65,027</b>    | <b>61,427</b>    | <b>61,727</b>    | <b>61,427</b>    | <b>62,227</b>   | <b>62,527</b>  | <b>62,227</b>  | <b>64,177</b>   | <b>61,727</b>  | <b>62,227</b>  | <b>64,977</b>   |
| <b>Technology Expense</b>          |                  |                  |                  |                  |                  |                 |                |                |                 |                |                |                 |
| <b>Supplies/Materials/Equip</b>    | <b>418,530</b>   | <b>10,000</b>    | <b>10,000</b>    | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| IT Services                        | 4,000            | 4,000            | 4,000            | 4,000            | 4,000            | 4,000           | 4,000          | 4,000          | 4,000           | 4,000          | 4,000          | 4,000           |
| 26710.694 Internet                 | 600              | 600              | 600              | 600              | 600              | 600             | 600            | 600            | 600             | 600            | 600            | 600             |
| <b>Professional Services</b>       | <b>4,600</b>     | <b>4,600</b>     | <b>4,600</b>     | <b>4,600</b>     | <b>4,600</b>     | <b>4,600</b>    | <b>4,600</b>   | <b>4,600</b>   | <b>4,600</b>    | <b>4,600</b>   | <b>4,600</b>   | <b>4,600</b>    |
| <b>Total Technology</b>            | <b>423,130</b>   | <b>14,600</b>    | <b>14,600</b>    | <b>4,600</b>     | <b>4,600</b>     | <b>4,600</b>    | <b>4,600</b>   | <b>4,600</b>   | <b>4,600</b>    | <b>4,600</b>   | <b>4,600</b>   | <b>4,600</b>    |
| <b>Debt Retirement</b>             |                  |                  |                  |                  |                  |                 |                |                |                 |                |                |                 |
| <b>Common School Loan</b>          | -                | -                | -                | -                | -                | -               | -              | -              | -               | -              | -              | -               |
| <b>Other Expenses</b>              |                  |                  |                  |                  |                  |                 |                |                |                 |                |                |                 |
| 25640.414 Food Purchases           | -                | 22,000           | 22,000           | 15,000           | 15,000           | 15,000          | 15,000         | 15,000         | 15,000          | 15,000         | 15,000         | 15,000          |
| 25690.414 Other Food Purchases     | 667              | 667              | -                | -                | -                | 667             | -              | -              | 667             | -              | 667            | 667             |
| 25620.411 Kitchen Supplies         | 6,000            | -                | -                | -                | -                | -               | -              | -              | 1,000           | -              | -              | -               |
| <b>School Lunch</b>                | <b>6,667</b>     | <b>22,667</b>    | <b>22,000</b>    | <b>15,000</b>    | <b>15,000</b>    | <b>15,667</b>   | <b>15,000</b>  | <b>15,000</b>  | <b>16,667</b>   | <b>15,000</b>  | <b>15,667</b>  | <b>15,667</b>   |
| 39900.411 Supplies/Parent Wkshp    | 500              | 300              | 300              | 300              | 300              | 300             | 300            | 300            | 300             | 300            | 300            | 300             |
| <b>Other Expenses</b>              | <b>500</b>       | <b>300</b>       | <b>300</b>       | <b>300</b>       | <b>300</b>       | <b>300</b>      | <b>300</b>     | <b>300</b>     | <b>300</b>      | <b>300</b>     | <b>300</b>     | <b>300</b>      |
| <b>Transportation</b>              |                  | <b>15,000</b>    | <b>15,000</b>    | <b>15,000</b>    | <b>15,000</b>    | <b>15,000</b>   | <b>15,000</b>  | <b>15,000</b>  | <b>15,000</b>   | <b>15,000</b>  | <b>15,000</b>  |                 |
| <b>Total Other Expenses</b>        | <b>7,167</b>     | <b>37,967</b>    | <b>37,300</b>    | <b>30,300</b>    | <b>30,300</b>    | <b>30,967</b>   | <b>30,300</b>  | <b>30,300</b>  | <b>31,967</b>   | <b>30,300</b>  | <b>30,967</b>  | <b>15,967</b>   |
| <b>Total Expense</b>               | <b>734,497</b>   | <b>339,124</b>   | <b>320,836</b>   | <b>281,381</b>   | <b>283,131</b>   | <b>301,253</b>  | <b>289,581</b> | <b>285,631</b> | <b>304,803</b>  | <b>280,481</b> | <b>280,498</b> | <b>329,387</b>  |
| <b>Net Income</b>                  | <b>1,098,508</b> | <b>(270,964)</b> | <b>(249,433)</b> | <b>(209,978)</b> | <b>(211,728)</b> | <b>(92,850)</b> | <b>22,181</b>  | <b>(2,925)</b> | <b>(22,097)</b> | <b>2,225</b>   | <b>2,208</b>   | <b>(93,202)</b> |
| <b>Beginning Cash Balance</b>      | <b>82,780</b>    | <b>1,181,288</b> | <b>910,324</b>   | <b>660,891</b>   | <b>450,914</b>   | <b>239,186</b>  | <b>146,336</b> | <b>168,517</b> | <b>165,592</b>  | <b>143,495</b> | <b>145,720</b> | <b>147,928</b>  |
| <b>Net Income</b>                  | <b>1,098,508</b> | <b>(270,964)</b> | <b>(249,433)</b> | <b>(209,978)</b> | <b>(211,728)</b> | <b>(92,850)</b> | <b>22,181</b>  | <b>(2,925)</b> | <b>(22,097)</b> | <b>2,225</b>   | <b>2,208</b>   | <b>(93,202)</b> |
| <b>Ending Cash Balance</b>         | <b>1,181,288</b> | <b>910,324</b>   | <b>660,891</b>   | <b>450,914</b>   | <b>239,186</b>   | <b>146,336</b>  | <b>168,517</b> | <b>165,592</b> | <b>143,495</b>  | <b>145,720</b> | <b>147,928</b> | <b>54,726</b>   |

| <b>Projected<br/>YTD</b> |                                                                            |
|--------------------------|----------------------------------------------------------------------------|
| 1,267,875                | Funding begins in Jan -- always runs in arrears (6 mo)                     |
| <b>1,267,875</b>         |                                                                            |
| 1,267,875                | Based on growth over prev ADM -- 100% (half year funding)                  |
| <b>1,267,875</b>         |                                                                            |
| 4,000                    |                                                                            |
| -                        |                                                                            |
| 155,759                  | Amt received for lunch program -- file monthly reports to obtain funds     |
| 5,000                    | Amt received for breakfast program -- file monthly reports to obtain funds |
| <b>164,759</b>           |                                                                            |
| -                        |                                                                            |
|                          | Legos, National Fruit and Nutrition, State Farm, KiB, KaBoom               |
| <b>95,000</b>            |                                                                            |
| 3,000                    |                                                                            |
| 80,000                   | Always pay in Dec to fund other 1/2 since K-garden is half student         |
| 384,000                  | Based on school free and reduced percentate                                |
| 71,788                   | Prof Dev - for highly qualified teachers -- can use for IA and subs also   |
| 90,450                   | Federal funds -- goes to ISE for services rendered                         |
| 250,000                  |                                                                            |
| 220,000                  | Federal program for start up -- only receive in the 1st three years        |
| 5,000                    |                                                                            |
| <b>1,104,238</b>         |                                                                            |
| 1,500                    |                                                                            |
| <b>1,500</b>             |                                                                            |
| 5,000                    | Charges to students                                                        |
| 52,000                   | Amount based on Free and Reduced and applications turned in                |
| -                        |                                                                            |
| 44,306                   | for phone, tech and cables                                                 |
| -                        |                                                                            |
| <b>101,306</b>           |                                                                            |
| <b>4,002,553</b>         |                                                                            |
|                          |                                                                            |
| 840,000                  | Based on 27 teachers                                                       |
| 115,000                  | instructional assistants @ 5                                               |
| 24,000                   | Extra amount to disburse as needed -- contract allow for this              |
| <b>979,000</b>           |                                                                            |
| 8,050                    |                                                                            |
| 74,893                   | PR taxes for instructional staff                                           |
| 3,000                    |                                                                            |
| 121,500                  | based on other schools of average of \$4500 cost to school per employee    |
| 18,900                   | Unemployment for instructional staff                                       |
| 60,480                   | Teachers are Trf or can elect 403B                                         |
| <b>286,823</b>           |                                                                            |
| 76,720                   | Consumables used in the class room                                         |
| 213,172                  |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |
| -                        |                                                                            |

| Projected<br>YTD |                                                        |
|------------------|--------------------------------------------------------|
| -                |                                                        |
| -                |                                                        |
| -                |                                                        |
| -                |                                                        |
| 7,500            |                                                        |
| <b>297,392</b>   |                                                        |
| 14,251           | based on 5 sub days per teacher @\$110/ day            |
| -                |                                                        |
| 16,440           |                                                        |
| <b>40,278</b>    |                                                        |
| 42,000           | Teacher Training Stipends                              |
| -                |                                                        |
| 5,000            |                                                        |
| <b>47,000</b>    |                                                        |
| 24,000           | Only used if funds are available or students reimburse |
| 4,000            | Only used if funds are available or students reimburse |
| <b>28,000</b>    |                                                        |
| <b>1,678,494</b> |                                                        |
|                  |                                                        |
| 75,000           | Director and Curriculum Director                       |
| 72,000           | Office help                                            |
| 42,000           |                                                        |
| 42,000           |                                                        |
| 8,000            |                                                        |
| <b>239,000</b>   |                                                        |
| 5,040            | Same as above                                          |
| 18,284           |                                                        |
| 600              |                                                        |
| 22,500           |                                                        |
| 3,500            |                                                        |
| 11,130           |                                                        |
| -                |                                                        |
| <b>61,054</b>    |                                                        |
| 3,600            |                                                        |
| 2,000            |                                                        |
| 32,500           | Office supplies -- non instructional in nature         |
| 1,800            |                                                        |
| 9,000            | Copier leases                                          |
| <b>48,900</b>    |                                                        |
| 5,000            | Review contracts and various items                     |
| 34,000           |                                                        |
| 3,600            | Payroll services                                       |
| 228,528          | ISE fees based on state funding at 9%                  |
| 38,250           | Monthly fees for AP/AR fees / quarterly tax filings    |
| 300              |                                                        |
| 1,800            |                                                        |
| <b>311,478</b>   |                                                        |
| 6,200            |                                                        |
| 3,600            |                                                        |
| 2,700            |                                                        |
| <b>12,500</b>    |                                                        |
| 3,000            |                                                        |
| -                |                                                        |
| 1,500            |                                                        |
| 76,176           |                                                        |
| <b>80,676</b>    |                                                        |
| <b>753,608</b>   |                                                        |

| Projected<br>YTD |                                                             |
|------------------|-------------------------------------------------------------|
|                  |                                                             |
| -                |                                                             |
| 4,000            |                                                             |
| 10,750           |                                                             |
| <b>14,750</b>    |                                                             |
| 530,256          | Based on \$5.8 M                                            |
| -                |                                                             |
| <b>530,256</b>   |                                                             |
| 59,868           |                                                             |
| 5,500            |                                                             |
| 7,200            |                                                             |
| 4,000            | Mowing / Snow Removal                                       |
| -                |                                                             |
| 5,400            |                                                             |
| <b>81,968</b>    |                                                             |
| 12,000           |                                                             |
| 48,000           |                                                             |
| 42,000           |                                                             |
| 1,200            |                                                             |
| 6,600            |                                                             |
| <b>109,800</b>   |                                                             |
| 24,000           | General Liability                                           |
| 200              |                                                             |
| <b>24,200</b>    |                                                             |
| <b>760,974</b>   |                                                             |
|                  |                                                             |
| <b>438,530</b>   |                                                             |
| 48,000           |                                                             |
| 7,200            |                                                             |
| <b>55,200</b>    |                                                             |
| <b>493,730</b>   |                                                             |
|                  |                                                             |
| -                | This for the repayment but is 18 months from loan inception |
|                  |                                                             |
| 179,000          | Food costs for school lunches                               |
| 4,002            | Staff food                                                  |
| 7,000            |                                                             |
| <b>190,002</b>   |                                                             |
| 3,800            |                                                             |
| <b>3,800</b>     |                                                             |
| <b>150,000</b>   |                                                             |
| <b>343,802</b>   |                                                             |
| <b>4,030,607</b> |                                                             |
| <b>(28,054)</b>  |                                                             |
| <b>82,780</b>    |                                                             |
| <b>(28,054)</b>  |                                                             |
| <b>54,726</b>    |                                                             |

The Eunoia Charter School of Excellence will be built in the Speedway Submarket neighborhood. Eunoia Charter School of Excellence is currently negotiating the purchase price for the property. As such, the exact address is to be determined. The school will be located in urban area generally labeled as Housing and Urban Development ("HUD"), Section 8 and/or Redevelopment Zones. The school will be constructed from recycled materials, incorporate an intuitive floor plan and educational elements built into the structure. Research and data collection are being mapped to identify available reuse space in the Indianapolis communities.

#### Financing

Eunoia Charter School of Excellence will purchase the 14.42 acre property for \$400k or less. Institute for School Excellence will hold the lease on the property.

#### Footprint & Structure

The property is a SU2 Zoned, \$400k, 14.42 acre lot with no structures on it. Eunoia Charter School of Excellence will commence new construction on the lot ensuring Indiana new construction and school building code compliance. The building will be approximately between 50,000 and 60,000 sq. ft.

#### Windows and Lighting

All windows will be tinted and equipped with interior window blinds. Each classroom will contain low consumption, high-efficiency light bulbs and maximize luminary distribution between synthetic and natural light for optimal learning.

#### Heating & Cooling

Eunoia will use a HoneyWell Zoned climate system. This system will acclimate the climate based on occupancy hours and time of year.

#### Restroom Facilities

All water outlets will be auto calibrated for temperature and running time. Temperature (98 degrees) and running times (20 seconds) will be adhered to as set by the CDC.

#### Materials

ISE will ensure that 20% of building materials are from reused and recycled sources. All classrooms, offices and classrooms will be carpeted with recycled carpet tiles. The café and bathroom floors will be made of Vinyl Composition Tile ("VCT") tiling. All paints will be lead and Volatile Organic Compound ("VOC") free.

#### Green

Eunoia Charter Schools will have a white membrane roof, grass covered in roof in some areas, and at least one 2500W wind turbine.

#### Interior

The building's interior will be bright and have a hue frequency-based color theme, and include learning windows that will visually open, expose and label building elements to engage students.

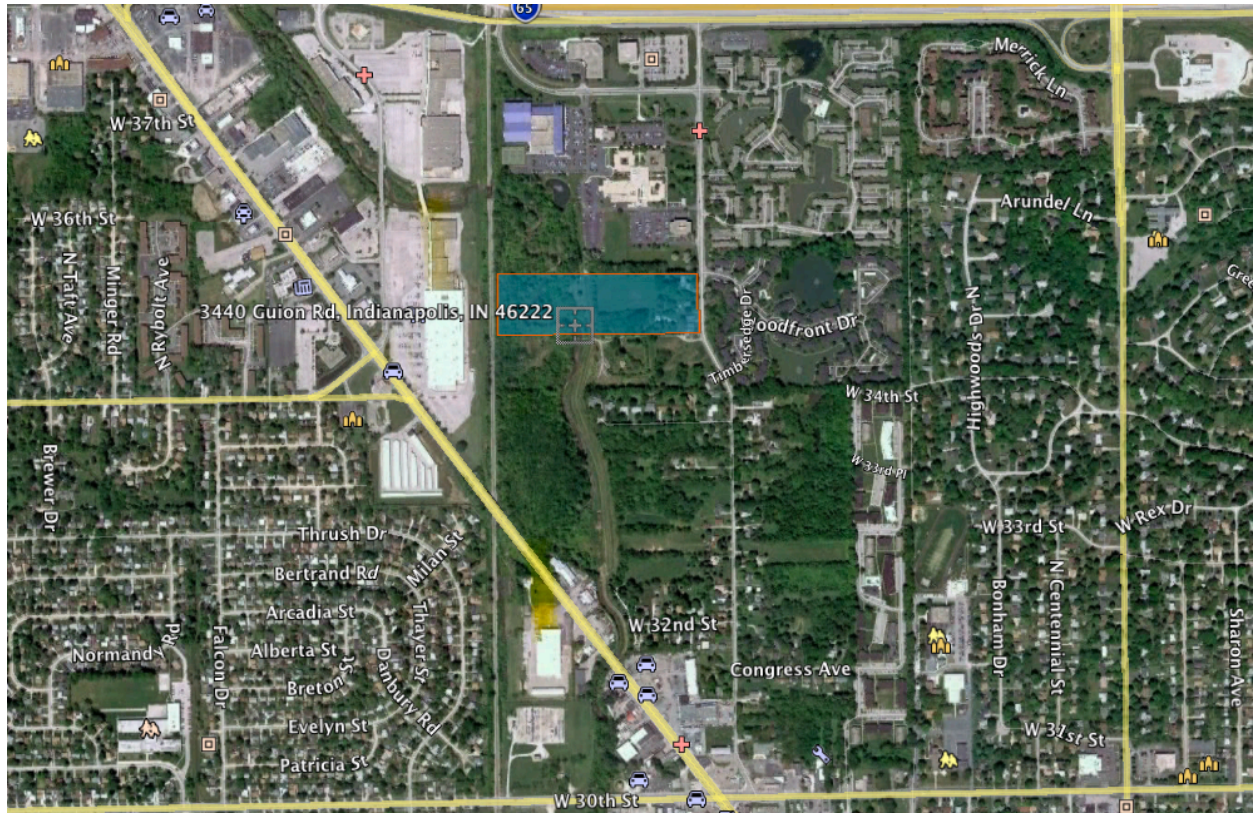
#### Playground

The playground will be fenced and equipped with child safe playground toys and equipment.

### Parking lot, driveways and sidewalks

The Eunoia Charter School of Excellence parking lot will be paved and stripped with at least 45 spaces including ADA access. Driveways will allow for snow removal, trash and delivers while meeting DOT specs. All sidewalks will have rounded curves and graded entrance ramps for ADA compliance.

### Site Map





## Site Picture





## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

### DRAFT Accountability Plan\* for Eunoia Charter School of Excellence Indianapolis

*\*Baseline scores are projected based on Statewide data for IPS. Actual baseline data for students enrolling in Eunoia will be spring 2013 for ISTEP+ and fall 2012 for NWEA. Percentages will be modified upon receipt of actual data and updated for real-time scores.*

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mission Statement</b>                              | <i>The mission of our charter school is to serve high needs, underserved children, offering a world-class education that celebrates and develops each child in an enlightened environment, nurturing creativity, fostering growth, developing responsibility and promoting collective stewardship. ECSOE incorporates innovative techniques to enhance life-long learning through use of multi-platform technology, varied instructional strategies, multiple intelligences, interdisciplinary curricula, and diverse cultural backgrounds of staff.</i> |
| <b>Performance Goal 1</b>                             | <i><b>What will our school accomplish?</b><br/>Each year students will demonstrate improvement in their ability to read, write and comprehend English with 84% of students meeting state standards in English Language Arts at grade three by spring of 2018.</i>                                                                                                                                                                                                                                                                                        |
| <b>Performance Indicators</b>                         | <i><b>How will we know that we have achieved this goal?</b><br/>We will have achieved this goal when 84% of the 3<sup>rd</sup> grade students score Pass or Pass Plus on the E/LA ISTEP+ in the spring of 2018.</i>                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment Tools and Measures</b>                  | <i><b>How will we measure achievement of this goal, using mandated assessments of school-specific assessments?</b><br/>This goal will be measured using the E/LA ISTEP+ scores each year.</i>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Attachments</b>                                    | <i><b>Attachments to illustrate the performance goal and assessments.</b><br/>See attached goal projection summary.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Rationale for Goal and Measures</b>                | <i><b>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</b><br/>This goal will enable our school to be in compliance with AYP and meet the Indiana Annual Measurable Objective of 72.6% for Exemplary Plus standard for E/LA on the state assessment by spring of 2018. By meeting this goal, our school will be on target for our students to score Pass or Pass+ on the E/LA ISTEP+ in the spring of 2018.</i>                                  |
| <b>Assessment Reliability and Scoring Consistency</b> | <i><b>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</b><br/>The ISTEP+ is standardized.</i>                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Strategies for Attainment</b>                      | <i><b>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</b><br/>See attached Student Achievement Plan.</i>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Baseline Data</b>                                  | <i><b>What is our beginning data point?</b><br/>ISTEP+ data from spring 2012 for IPS students entering ECSOE in the fall of 2012 as students in grade three will present data to serve as a baseline for 3<sup>rd</sup> grade students that met the state standards for English/Language Arts as measured by the ISTEP+ E/LA scores.</i>                                                                                                                                                                                                                 |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3rd-Year Target*</b>            | <p><b><i>What do we expect to achieve by the end of our third year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 45% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 46% to 62% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 3 (Meets standard)</u>: <b>63% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</b></p> <p><u>Rating 4 (Exceeds standard)</u>: 64% or more students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 65% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ ELA scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 66% to 79% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ ELA scores.</p> <p><u>Rating 3 (Meets standard)</u>: <b>80% of students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</b></p> <p><u>Rating 4 (Exceeds standard)</u>: 85% or more students in the 3<sup>rd</sup> grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p>   |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will work with the Curriculum Director and CMO to identify students that are above, at or below grade levels to develop strategies to increase student achievement. Students will have been grouped according to ability in E/LA, a Title 1 workshops are provided for parents to support student learning, and enrichment/remedial hour will be developed where students are provided additional support or challenged in developing higher level thinking and skills..</p>                                                                                                                                                                                                                                                                                                                                                 |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Goal<br/>2</b>                         | <p><b><i>What will our school accomplish?</i></b></p> <p>Each year students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences with 72% of students meeting state standards in Mathematics at grade three by spring of 2018.</p>                                                                                                                                                                    |
| <b>Performance Indicators</b>                         | <p><b><i>How will we know that we have achieved this goal?</i></b></p> <p>We will have achieved this goal when 72% of the 3<sup>rd</sup> grade students score Pass or Pass+ on the Mathematics ISTEP+ in the spring of 2018.</p>                                                                                                                                                                                                                                                                                           |
| <b>Assessment Tools and Measures</b>                  | <p><b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b></p> <p>This goal will be measured using the mathematics ISTEP+ scores each year.</p>                                                                                                                                                                                                                                                               |
| <b>Attachments</b>                                    | <p><b><i>Attachments to illustrate the performance goal and assessments.</i></b> See attached goal projection summary.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rationale for Goal and Measures</b>                | <p><b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b></p> <p>This goal will enable our school to be in compliance with AYP and meet the Indiana Annual Measurable Objective of 71.5% as the exemplary plus standard for math on the state assessment by spring of 2018. By meeting this goal, our school will be on target for our students to score Pass or Pass+ on the Math ISTEP+.</p>             |
| <b>Assessment Reliability and Scoring Consistency</b> | <p><b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b></p> <p>The ISTEP+ is standardized.</p>                                                                                                                                                                                                                                                                                                                       |
| <b>Strategies for Attainment</b>                      | <p><b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b></p> <p>See attached Student Achievement Plan.</p>                                                                                                                                                                                                                                                                                                                                   |
| <b>Baseline Data</b>                                  | <p><b><i>What is our beginning data point?</i></b></p> <p>ISTEP+ data from spring 2012 for IPS students entering ECSOE in the fall of 2012 as students in grade three will present data to serve as a baseline for 3<sup>rd</sup> grade students that met the state standards for English/Language Arts as measured by the ISTEP+ E/LA scores.</p> <p>Current projects assume 58.5% of 3<sup>rd</sup> grade students met the state standards for mathematics as measured by the ISTEP+ mathematics scores spring 2011.</p> |
| <b>3rd-Year Target*</b>                               | <p><b><i>What do we expect to achieve by the end of our third year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1</u> (Does not meet standard): Fewer than 59% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p>                                                                                                                                                                              |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p><u>Rating 2 (Approaching standard)</u>: 36% to 43% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 3 (Meets standard)</u>: <b>44% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</b></p> <p><u>Rating 4 (Exceeds standard)</u>: 45% or more students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p>                                                                                                                                                                                                                                                                                                                                               |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 55% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 56% to 65% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 3 (Meets standard)</u>: <b>66% of students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</b></p> <p><u>Rating 4 (Exceeds standard)</u>: 67% or more students in the 3<sup>rd</sup> grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will meet with the CMO and School Director to identify students that are above, at or below grade levels to develop strategies to increase student achievement. Students have been grouped according to ability in E/LA, a Title 1 workshop will be provided for parents to support student learning, and enrichment/remedial hour was developed where students were provided additional support or challenged in developing higher level thinking and skills..</p>                                                                                                                                                                                                                                                                                                                  |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Goal<br/>3</b>                         | <p><b><i>What will our school accomplish?</i></b></p> <p>Each year students will demonstrate improvement in their ability to construct scientific knowledge, reflect on scientific knowledge, and use scientific knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems, reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences with 77% of students meeting state standards in Science at grade five by spring of 2018.</p> |
| <b>Performance Indicators</b>                         | <p><b><i>How will we know that we have achieved this goal?</i></b></p> <p>We will have achieved this goal when 77% of the 5th grade students score Pass or Pass+ on the Science ISTEP+ in the spring of 2018.</p>                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment Tools and Measures</b>                  | <p><b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b></p> <p>This goal will be measured using the Science ISTEP+ scores each year.</p>                                                                                                                                                                                                                                                                                     |
| <b>Attachments</b>                                    | <p><b><i>Attachments to illustrate the performance goal and assessments.</i></b></p> <p>See attached goal projection summary.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Rationale for Goal and Measures</b>                | <p><b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b></p> <p>This goal will enable our school to be in compliance with AYP and meet the Indiana Annual Measurable Objective of 71.5% as the exemplary plus standard for math on the state assessment by spring of 2018. By meeting this goal, our school will be on target for our students to score Pass or Pass+ on the Math ISTEP+.</p>                               |
| <b>Assessment Reliability and Scoring Consistency</b> | <p><b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b></p> <p>The ISTEP+ is standardized.</p>                                                                                                                                                                                                                                                                                                                                         |
| <b>Strategies for Attainment</b>                      | <p><b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b></p> <p>See attached Student Achievement Plan.</p>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Baseline Data</b>                                  | <p><b><i>What is our beginning data point?</i></b></p> <p>ISTEP+ data from spring 2012 for IPS students entering ECSOE in the fall of 2012 as students in grade three will present data to serve as a baseline for 3<sup>rd</sup> grade students that met the state standards for English/Language Arts as measured by the ISTEP+ E/LA scores.</p> <p>Spring 2011 data reflects 35% of 5th grade students met the state standards for science as measured by the ISTEP+ Science scores.</p>                                                  |
| <b>3rd-Year Target*</b>                               | <p><b><i>What do we expect to achieve by the end of our third year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 37% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 38% to 43% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p>                |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p><u>Rating 3 (Meets standard):</u> <b>44% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</b></p> <p><u>Rating 4 (Exceeds standard):</u> 45% or more students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard):</u> Fewer than 59% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p> <p><u>Rating 2 (Approaching standard):</u> 60% to 65% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p> <p><u>Rating 3 (Meets standard):</u> <b>66% of students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</b></p> <p><u>Rating 4 (Exceeds standard):</u> 67% or more students in the 5<sup>th</sup> grade have met state standards for Science as measured by the ISTEP+ Science scores.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will facilitate annual science fair and utilize their outdoor classroom in providing experiential and hands-on experience for the students. A recycling program will be created, students will attend Bradford Woods outdoor and challenge education camp, Garden Projects (Plant A Row) will be developed as a service learning project for students, supplemental science kits through Purdue Extension program are being utilized, and participation in outdoor classroom/lab Partners In Education program will be implemented for the second year.</p>                                                                                                                                                                                                                      |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>Performance Goal<br/>4</b>                         | <b><i>What will our school accomplish?</i></b><br>Students will demonstrate improvement in their ability to read and comprehend English as measured by the increase in the spring mean RIT score on the NWEA for grades 2 - 5 in reading from year to year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>We will have achieved this goal in spring of 2018 when our students have a mean RIT reading score of 202.3 in second grade, a score of 208.3 in third grade, a score of 214.3 in fourth grade, and a score of 217.3 in fifth grade.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b><br>This goal will be measured using the NWEA mean RIT reading scores each year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>See attached goal projection summary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>By collecting comparable, longitudinal data that will measure student growth over the course of the school year, we will be able to assess the degree to which our school contributes to the learning of the students, use the data to drive and improve instruction and intentionally guide student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>The NWEA is standardized.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>See attached Student Achievement Plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>In the fall of 2012, mean RIT scores will be set for all grades. Current assumptions for the 2 <sup>nd</sup> grade students use a mean RIT reading score of 186.3. The 3 <sup>rd</sup> grade students a mean RIT reading score of 194.7. The 4 <sup>th</sup> grade students a mean RIT reading score of 203.5 and the 5 <sup>th</sup> grade students had a mean RIT reading score of 205.5.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The mean RIT reading score is 186.3 or less for 2 <sup>nd</sup> grade, 194.7 or less for 3 <sup>rd</sup> grade, 203.5 or less for 4 <sup>th</sup> grade, and 205.5 or less for 5 <sup>th</sup> grade.<br><br><u>Rating 2 (Approaching standard):</u> The mean RIT reading score falls between 186.4 and 190.2 for 2 <sup>nd</sup> grade and between 194.8 and 197.2 for 3 <sup>rd</sup> grade. The mean RIT reading score is 203.6 for 4 <sup>th</sup> grade and falls between 205.9 and 209.9 for 5 <sup>th</sup> grade.<br><br><u>Rating 3 (Meets standard):</u> The mean RIT reading score is 190.3 for 2 <sup>nd</sup> grade, 197.3 for 3 <sup>rd</sup> grade, 203.7 for 4 <sup>th</sup> grade, and 210.5 for 5 <sup>th</sup> grade.<br><br><u>Rating 4 (Exceeds standard):</u> The mean RIT reading score is 190.4 or higher for 2 <sup>nd</sup> |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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|                                    | grade, 197.4 or higher for 3 <sup>rd</sup> grade, 203.8 or higher for 4 <sup>th</sup> grade, and 211.5 or higher for 5 <sup>th</sup> grade.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p><u><b>Rating 1 (Does not meet standard):</b></u> The mean RIT reading score is 194.3 or less for 2<sup>nd</sup> grade, 191.3 or less for 3<sup>rd</sup> grade, 206.3 or less for 4<sup>th</sup> grade, and 210.7 or less for 5<sup>th</sup> grade.</p> <p><u><b>Rating 2 (Approaching standard):</b></u> The mean RIT reading score falls between 194.4 and 202.2 for 2<sup>nd</sup> grade and between 191.4 and 208.2 for 3<sup>rd</sup> grade. The mean RIT reading score falls between 206.4 and 214.2 for 4<sup>th</sup> grade and between 210.8 and 217.2 for 5<sup>th</sup> grade.</p> <p><u><b>Rating 3 (Meets standard):</b></u> The mean RIT reading score is 202.3 for 2<sup>nd</sup> grade, 208.3 for 3<sup>rd</sup> grade, 214.3 for 4<sup>th</sup> grade, and 217.3 for 5<sup>th</sup> grade.</p> <p><u><b>Rating 4 (Exceeds standard):</b></u> The mean RIT reading score is 202.4 or higher for 2<sup>nd</sup> grade, 208.4 or higher for 3<sup>rd</sup> grade, 214.4 or higher for 4<sup>th</sup> grade, and 217.4 or higher for 5<sup>th</sup> grade.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will work with the CMO, School Director and Curriculum Director and trending data and setting targets to align with instruction activities, the NWEA on-line assessments three times per year (fall, winter, spring) and unit assessments in all content areas to help drive instruction. They have been trained to analyze data to help develop next steps or strategies for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>Performance Goal<br/>5</b>                         | <b><i>What will our school accomplish?</i></b><br>Students will demonstrate improvement in their ability to use writing strategies and skills as well as employ the conventions of grammar and mechanics of writing as measured by the increase in the spring mean RIT score on the NWEA for grades 2 - 5 in Language Usage from year to year.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>We will have achieved this goal in spring of 2018 when our students have a mean RIT language usage score of 206.0 in second grade, a score of 213.0 in third grade, a score of 218.0 in fourth grade, and a score of 221.0 in fifth grade.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b><br>This goal will be measured using the NWEA mean RIT language usage scores each year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>See attached goal projection summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>By collecting comparable, longitudinal data that will measure student growth over the course of the school year, we will be able to assess the degree to which our school contributes to the learning of the students.                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>The NWEA is standardized.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>See attached Student Achievement Plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>In the fall of 2012, mean RIT scores will be set based upon test results for all grades. Assumptions for 2 <sup>nd</sup> grade students show a mean RIT language usage score of 190.0. The 3 <sup>rd</sup> grade students a mean RIT language usage score of 199.3. The 4 <sup>th</sup> grade students a mean RIT language usage score of 203.0 and our 5 <sup>th</sup> grade students a mean RIT language usage score of 205.8.                                                                                                                                                                                                                                                                            |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The mean RIT language usage score is 190.0 or less for 2 <sup>nd</sup> grade, 199.3 or less for 3 <sup>rd</sup> grade, 203.0 or less for 4 <sup>th</sup> grade, and 205.8 or less for 5 <sup>th</sup> grade.<br><br><u>Rating 2 (Approaching standard):</u> The mean RIT language usage score falls between 190.1 and 193.9 for 2 <sup>nd</sup> grade and between 199.4 and 200.9 for 3 <sup>rd</sup> grade. The mean RIT language usage score falls between 203.1 and 208.2 for 4 <sup>th</sup> grade and between 205.9 and 209.9 for 5 <sup>th</sup> grade. |

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|                                    | <p><b><u>Rating 3 (Meets standard):</u></b> The mean RIT language usage score is 194.0 for 2<sup>nd</sup> grade, 201.0 for 3<sup>rd</sup> grade, 208.3 for 4<sup>th</sup> grade, and 210.0 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 4 (Exceeds standard):</u></b> The mean RIT language usage score is 194.1 or higher for 2<sup>nd</sup> grade, 201.1 or higher for 3<sup>rd</sup> grade, 208.4 or higher for 4<sup>th</sup> grade, and 210.1 or higher for 5<sup>th</sup> grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p><b><u>Rating 1 (Does not meet standard):</u></b> The mean RIT language usage score is 198.0 or less for 2<sup>nd</sup> grade, 205.0 or less for 3<sup>rd</sup> grade, 210.0 or less for 4<sup>th</sup> grade, and 215.3 or less for 5<sup>th</sup> grade.</p> <p><b><u>Rating 2 (Approaching standard):</u></b> The mean RIT language usage score falls between 198.1 and 205.9 for 2<sup>nd</sup> grade and between 205.1 and 212.9 for 3<sup>rd</sup> grade. The mean RIT language usage score falls between 210.1 and 217.9 for 4<sup>th</sup> grade and between 215.4 and 220.9 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 3 (Meets standard):</u></b> The mean RIT language usage score is 206.0 for 2<sup>nd</sup> grade, 213.0 for 3<sup>rd</sup> grade, 218.0 for 4<sup>th</sup> grade, and 221.0 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 4 (Exceeds standard):</u></b> The mean RIT language usage score is 206.1 or higher for 2<sup>nd</sup> grade, 213.1 or higher for 3<sup>rd</sup> grade, 218.1 or higher for 4<sup>th</sup> grade, and 221.1 or higher for 5<sup>th</sup> grade.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will work with the CMO, School Director and Curriculum Director and trending data and setting targets to align with instruction activities, the NWEA on-line assessments three times per year (fall, winter, spring) and unit assessments in all content areas to help drive instruction. They have been trained to analyze data to help develop next steps or strategies for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>Performance Goal<br/>6</b>                         | <b><i>What will our school accomplish?</i></b><br>Each year students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences as measured by the increase in the spring mean RIT score on the NWEA for grades 2 - 5 in mathematics from year to year.                                                                                                                                                                                                                                      |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>We will have achieved this goal in spring of 2008 when our students have a mean RIT mathematics score of 205.6 in second grade, a score of 210.6 in third grade, a score of 217.6 in fourth grade, and a score of 220.6 in fifth grade.                                                                                                                                                                                                                                                                                                  |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b><br>This goal will be measured using the NWEA Math mean RIT scores each year.                                                                                                                                                                                                                                                                                                                                                           |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>See attached goal projection summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>By collecting comparable, longitudinal data that will measure student growth over the course of the school year, we will be able to assess the degree to which our school contributes to the learning of the students.                                                                                                                                                                                                            |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>The NWEA is standardized.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>See attached Student Achievement Plan.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>In the fall of 2012, baseline scores for 2 <sup>nd</sup> grade students will determine mean RIT mathematics scores. Current data assumes a mean RIT of 189.6. The 3 <sup>rd</sup> grade students a mean RIT mathematics score of 200.2. The 4 <sup>th</sup> grade students a mean RIT mathematics score of 205.9 and our 5 <sup>th</sup> grade students had a mean RIT mathematics score of 212.2.                                                                                                                                                       |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The mean RIT math score is 189.6 or less for 2 <sup>nd</sup> grade, 200.2 or less for 3 <sup>rd</sup> grade, 205.9 or less for 4 <sup>th</sup> grade, and 212.2 or less for 5 <sup>th</sup> grade.<br><br><u>Rating 2 (Approaching standard):</u> The mean RIT math score falls between 189.7 and 193.5 for 2 <sup>nd</sup> grade and between 200.3 and 200.5 for 3 <sup>rd</sup> grade. The mean RIT math |

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|                                    | <p>score falls between 206.0 and 209.1 for 4<sup>th</sup> grade and between 212.3 and 212.8 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 3 (Meets standard):</u></b> The mean RIT math score is 193.6 for 2<sup>nd</sup> grade, 200.6 for 3<sup>rd</sup> grade, 209.2 for 4<sup>th</sup> grade, and 212.9 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 4 (Exceeds standard):</u></b> The mean RIT math score is 193.7 or higher for 2<sup>nd</sup> grade, 200.7 or higher for 3<sup>rd</sup> grade, 209.3 or higher for 4<sup>th</sup> grade, and 213.0 or higher for 5<sup>th</sup> grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p><b><u>Rating 1 (Does not meet standard):</u></b> The mean RIT math score is 197.6 or less for 2<sup>nd</sup> grade, 204.6 or less for 3<sup>rd</sup> grade, 209.6 or less for 4<sup>th</sup> grade, and 216.2 or less for 5<sup>th</sup> grade.</p> <p><b><u>Rating 2 (Approaching standard):</u></b> The mean RIT math score falls between 197.7 and 205.5 for 2<sup>nd</sup> grade and between 204.7 and 210.5 for 3<sup>rd</sup> grade. The mean RIT math score falls between 209.7 and 217.5 for 4<sup>th</sup> grade and between 216.3 and 220.5 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 3 (Meets standard):</u></b> The mean RIT math score is 205.6 for 2<sup>nd</sup> grade, 210.6 for 3<sup>rd</sup> grade, 217.6 for 4<sup>th</sup> grade, and 220.6 for 5<sup>th</sup> grade.</p> <p><b><u>Rating 4 (Exceeds standard):</u></b> The mean RIT math score is 205.7 or higher for 2<sup>nd</sup> grade, 210.7 or higher for 3<sup>rd</sup> grade, 217.7 or higher for 4<sup>th</sup> grade, and 220.7 or higher for 5<sup>th</sup> grade.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at Eunoia will work with the CMO, School Director and Curriculum Director and trending data and setting targets to align with instruction activities, the NWEA on-line assessments three times per year (fall, winter, spring) and unit assessments in all content areas to help drive instruction. They have been trained to analyze data to help develop next steps or strategies for students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>Performance Goal<br/>7</b>                         | <p><b><i>What will our school accomplish?</i></b></p> <p>Eunoia Charter School of Excellence Indianapolis will show an increase of at least 15% in enrollment each school year and will ensure capacity and adequate sections at each grade to have a total enrollment of 585 students when we reach capacity for our building through a grade configuration of KG - 8.</p>                                                                                                                                                                                                                                                                                                                                              |
| <b>Performance Indicators</b>                         | <p><b><i>How will we know that we have achieved this goal?</i></b></p> <p>ECSOEI will have achieved this goal when we have a total enrollment of 585 by the end of our fourth year of operation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Assessment Tools and Measures</b>                  | <p><b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b></p> <p>The goal will be measured by data collected and enrollment report generated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Attachments</b>                                    | <p><b><i>Attachments to illustrate the performance goal and assessments.</i></b></p> <p>None</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Rationale for Goal and Measures</b>                | <p><b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b></p> <p>This goal will allow ECSOEI to be financially viable to ensure day-today operations with cash reserves for programmatic innovation, class trips and resources.</p>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment Reliability and Scoring Consistency</b> | <p><b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b></p> <p>NA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Strategies for Attainment</b>                      | <p><b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b></p> <p>See Student Achievement Plan</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Baseline Data</b>                                  | <p><b><i>What is our beginning data point?</i></b></p> <p>Total enrollment for 2012 - 2013 school year is projected at 405.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>3rd-Year Target*</b>                               | <p><b><i>What do we expect to achieve by the end of our third year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: The enrollment percentage is less than 10% and or less than 530 students.</p> <p><u>Rating 2 (Approaching standard)</u>: The enrollment percentage falls between 10 – 15% and or between 455 students.</p> <p><b><u>Rating 3 (Meets standard)</u>: The enrollment percentage reflects a growth of at least 15% from the previous year and/ or the number of students equals 535.</b></p> <p><u>Rating 4 (Exceeds standard)</u>: The enrollment percentage exceeds 15% and /or the number of students exceed 535.</p> |

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| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1</u> (<i>Does not meet standard</i>): The enrollment percentage is less than 80 % and/ or less than 468 students.</p> <p><u>Rating 2</u> (<i>Approaching standard</i>): The enrollment percentage falls between 80 – 90% and/ or between 469 - 527 students.</p> <p><b><u>Rating 3</u> (<i>Meets standard</i>): The enrollment is at capacity with 585 students.</b></p> <p><u>Rating 4</u> (<i>Exceeds standard</i>): The enrollment exceeds capacity of 585.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>ECSOEI staff will facilitate a community fair to market the school and develop a list of names to recruit for enrollment. Working with parents in improving stakeholder satisfaction also goes a long way in growing enrollment as word of mouth from current families draws new families to ECSOEI.</p>                                                                                                                                                                                                                                                 |

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| <b>Performance Goal<br/>8</b>                         | <b><i>What will our school accomplish?</i></b><br>The annual attendance rate for students at Eunoia Charter School of Excellence Indianapolis will increase to 96% school wide by the fall of 2015, thus exceeding the state standard of 95%.<br>.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>Eunoia Charter School of Excellence Indianapolis will have achieved this goal when we have 96% average daily attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b><br>This goal will be measured using the average daily attendance rate for each school year.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>The goal will meet the requirements through the Department of Education as well as the needs of the NCLB guidelines to ensure the educational development of all students.                                                                                                                                                                                                                                                                                                                                  |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>Daily phone calls to parents for students who are absent and parents who have not called in, attendance contracts for parents of children with truancy issues, building and classroom incentive programs, student recognition for improved and perfect attendance.                                                                                                                                                                                                                                                                             |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>Our average daily attendance rate for 2012 - 2013 will be 94.8 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The daily student attendance rate is less than 90%, below the state requirement.<br><br><u>Rating 2 (Approaching standard):</u> The daily student attendance rate falls between 90 – 95%, which is approaching the state requirement.<br><br><b><u>Rating 3 (Meets standard):</u> The daily student attendance is at 95%, which is the state requirement.</b><br><br><u>Rating 4 (Exceeds standard):</u> The daily student attendance is above 95%, which exceeds the state requirement. |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <p><b>6<sup>th</sup>-Year Target*</b></p> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b></p> <p>We expect to meet the standard as set fourth below in Rating 4.</p> <p><u>Rating 1</u> (<i>Does not meet standard</i>):</p><br><p><u>Rating 2</u> (<i>Approaching standard</i>):</p><br><p><b><u>Rating 3</u></b> (<i>Meets standard</i>):</p><br><p><u>Rating 4</u> (<b>Exceeds standard</b>): Eunoia Charter School of Excellence Indianapolis will have an attendance rating of 96%, exceeding the State Standard of 95%.</p> |
| <p><b>Annual Progress</b></p>             | <p><b><i>What progress have we made toward this goal this year?</i></b></p> <p>The staff at ECSOI will continue to recognize students through a building and classroom incentive program and celebrate perfect and improved attendance.</p>                                                                                                                                                                                                                                                                         |



## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>Performance Goal<br/>9</b>                         | <b><i>What will our school accomplish?</i></b><br>Eunoia Charter School of Excellence Indianapolis will retain 90% of its students that are enrolled each year.<br>.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>We will have achieved this goal when 90% of our students that were enrolled at the end of the school year are registered again in the fall and are in attendance on the first count day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? NA</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>To maintain financial stability and attain long-range goals for student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>This will be accomplished by maintaining a maximum number of students in each classroom and the ability to show a generated wait list and providing a climate that every student, parent and staff member is committed to creating a nurturing learning environment. We will also employ building and classroom incentive programs, individual, group recognition and development of enrichment programs                                                                                                                                                                                                                                                                                                                    |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>In the fall of 2013, we will have 368 students enrolled and in attendance on the first count day who were in attendance in spring 2013. This number 79% of our students who were enrolled at the end of the school year in the spring of 2013.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br><b><i>These numbers must be aligned with your goal and beginning data point.</i></b><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The number of students returning to Eunoia Charter School of Excellence Indianapolis is less than 329.<br><br><u>Rating 2 (Approaching standard):</u> The number of students returning to Eunoia Charter School of Excellence Indianapolis falls between 330 - 341.<br><br><b><u>Rating 3 (Meets standard):</u> The number of re-enrolling students returning to Eunoia Charter School of Excellence Indianapolis is at 368.</b><br><br><u>Rating 4 (Exceeds standard):</u> The number of students returning to Eunoia Charter School of Excellence Indianapolis exceeds 369. |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b><br/> <b><i>These numbers must be aligned with your goal and beginning data point.</i></b><br/> We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1</u> (<i>Does not meet standard</i>): The number of students returning to Eunoia Charter School of Excellence Indianapolis is less than 440.</p> <p><u>Rating 2</u> (<i>Approaching standard</i>): The number of students returning to Eunoia Charter School of Excellence Indianapolis falls between 441 - 467.</p> <p><b><u>Rating 3</u> (<i>Meets standard</i>): The number of students returning to Eunoia Charter School of Excellence Indianapolis is at 468.</b></p> <p><u>Rating 4</u> (<i>Exceeds standard</i>): The number of students returning to Eunoia Charter School of Excellence Indianapolis exceeds 469.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b><br/> The staff at ECSOI has developed an incentive program throughout the building, has recognized students for outstanding accomplishments and continues to work with parents and community resources to ensure parent satisfaction and in promoting a successful enrollment and recruitment program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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| <b>Performance Goal<br/>10</b>                        | <b><i>What will our school accomplish?</i></b><br>The parents of Eunoia Charter School of Excellence Indianapolis will increase their level of involvement through participation in all school-sponsored activities by 10% each school year.                                                                                                                                                                                                                                                                                                                                                |
| <b>Performance Indicators</b>                         | <b><i>How will we know that we have achieved this goal?</i></b><br>This goal will be achieved by an increase in the number of parents attending any and all school sponsored activities equal to or higher than 10% of the previous year.                                                                                                                                                                                                                                                                                                                                                   |
| <b>Assessment Tools and Measures</b>                  | <b><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i></b><br>The goal will be measured by numbers generated from parent sign-in sheets, and counts taken by school personnel at school-sponsored conferences, events and workshops.                                                                                                                                                                                                                                              |
| <b>Attachments</b>                                    | <b><i>Attachments to illustrate the performance goal and assessments.</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Rationale for Goal and Measures</b>                | <b><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i></b><br>To help each parent create new strategies to support instruction and help each student develops a solid educational foundation.                                                                                                                                                                                                                                                                                   |
| <b>Assessment Reliability and Scoring Consistency</b> | <b><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i></b><br>NA                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategies for Attainment</b>                      | <b><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i></b><br>The teachers, staff and parent liaison will work in promoting and recruiting parental involvement in classroom conferences, workshops and school-wide functions through regular newsletters, notes and phone calls home. Incentives will be given to students in soliciting parental participation. ECSOI family nights will also be held to build communication and develop partnerships. .                                                         |
| <b>Baseline Data</b>                                  | <b><i>What is our beginning data point?</i></b><br>Data collected from parent contacts from conferences, building/classroom visits, home visits, and attendance from building sponsored activities will reflect 95% involvement in the spring conferences – a 15% increase from the previous spring. For all other events, ECSOI averaged 2 % parental involvement in PTSO meetings and 19% attendance at workshop activities yielding an average of 7% overall.                                                                                                                            |
| <b>3rd-Year Target*</b>                               | <b><i>What do we expect to achieve by the end of our third year?</i></b><br><b><i>These numbers have to be aligned to the beginning data point.</i></b><br>We expect to meet the standard as set fourth below in Rating 3.<br><br><u>Rating 1 (Does not meet standard):</u> The number of parents that participate is less than 22 and or less than 7%.<br><br><u>Rating 2 (Approaching standard):</u> The number of parents that participate falls between 23 - 33 and or between 7% – 10%.<br><br><u>Rating 3 (Meets standard):</u> The number of parents that participate is at least 33 |

## Accountability Plan for Eunoia Charter School of Excellence Indianapolis

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|                                    | <p><b>and /or 10% of the total enrollment</b></p> <p><u>Rating 4 (Exceeds standard):</u> The number of parents that participate exceeds 43 and or 10%.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>6<sup>th</sup>-Year Target*</b> | <p><b><i>What do we expect to achieve by the end of our sixth year?</i></b><br/> <b><i>These numbers have to be aligned to the beginning data point.</i></b><br/> We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard):</u> The number of parents that participate is less than 50 and or less 20% than.</p> <p><u>Rating 2 (Approaching standard):</u> The number of parents that participate falls between 50 – 100 and or between 10% - 20%.</p> <p><b><u>Rating 3 (Meets standard):</u></b> The number of parents that participate is at least 100 and or 12 % of the total enrollment.</p> <p><u>Rating 4 (Exceeds standard):</u> The number of parents that participate exceeds 100 and or 12%.</p> |
| <b>Annual Progress</b>             | <p><b><i>What progress have we made toward this goal this year?</i></b><br/> The staff at ECSOI has planned several activities for the upcoming school, examples are Back to School Night, Curriculum Nights, Musical programs, and parent/teacher conference and PTSG sponsored activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**CODE OF BY-LAWS  
OF THE  
EUNOIA SCHOOL OF EXCELLENCE, INC.  
(Effective Friday, September 23, 2011)**

**ARTICLE I  
Identification**

Section 1.1. Name. The name of the corporation shall be Eunoia School of Excellence, Inc. (hereinafter referred to as the "Corporation").

Section 1.2. Resident Agent and Registered Office. The name of the Registered Agent is \_\_\_\_\_, and the address of the Registered Office at which the Registered Agent may be reached is \_\_\_\_\_, **Indiana**. The location of the registered office of the Corporation or the designation of its Registered Agent, or both, may be changed at any time or from time to time when authorized by the Board of Directors by filing a notice of change with the Indiana Secretary of State on or before the day any such change is to take effect, or as soon as possible after the death of the Registered Agent or other unforeseen termination of the Registered Agent's agency.

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

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

**ARTICLE II  
Membership**

Section 2.1. Sole Member. Membership in the Corporation shall be governed by the provisions in the Articles of Incorporation of the Corporation. Accordingly, unless and until such Articles of Incorporation are amended to otherwise provide, Michelle Thompson, PhD and Dmitri Seneca Snowden shall be the sole Members of the Corporation.

Section 2.2. Annual Meetings. The annual meeting of the Members of the Corporation shall be held on a date as may be designated by the Board of Directors at such places in and outside the State of Indiana as the Board of Directors resolves, but in no event shall the annual meeting be held later than three (3) months after the close of the fiscal year of the Corporation.

Section 2.2. Special Meetings. Special meetings of the Members may be called by the Chairman of the Board of Directors or any two Members.

Section 2.3. Notice of Meetings. Written notice stating the place, day and hour of any meeting of Members and, in the case of special meetings or when otherwise required by law, the purpose for which any such meeting is called, shall be delivered or mailed by the secretary of the Corporation to each voting Member of record, at such address as appears upon the records of the Corporation, and at least two (2) days before the date of such meeting.

Section 2.4. Waiver of Notice. Notice of any meeting may be waived by any voting Member in writing filed with the Secretary of the Corporation. Attendance at any meeting in person or by proxy shall constitute a waiver of notice of such meeting.

Section 2.5. Voting by Proxy. A Member entitled to vote at any meeting of Members may vote either in person or by proxy executed in writing by the Member or a duly authorized attorney-in-fact of such Member.

Section 2.6. Quorum. At any meeting of Members, a majority of all Members entitled to vote shall constitute a quorum. A majority vote of such quorum shall be necessary for the transaction of any business by the meeting, unless a greater number is required by law, the Articles of Incorporation or by these By-Laws.

Section 2.7. Voting List. The Secretary of the Corporation shall at all times keep at the principal office of the Corporation a complete and accurate list of all Members entitled to vote. Such list may be inspected by any Member for any proper purpose at any reasonable time.

Section 2.8. Action by Consent. Any action required to be taken at a meeting of Members, or any action which may be taken at a meeting of Members, may be taken without a meeting but with the same effect as a unanimous vote at a meeting, if, prior to such action, a consent in writing, setting forth the action so taken, shall be signed by all Members entitled to vote with respect thereto, and such consent is filed with the minutes of the proceedings of the Members.

### **ARTICLE III** **Board of Directors**

Section 3.1. Composition and Duties. The business and affairs of the Corporation shall be managed by its Board of Directors. There shall be an initial Board of four (4) Directors of the Corporation. The number of Directors shall be prescribed from time to time by the By-Laws.

Section 3.2. Election and Terms of Office. The initial members of the Board of Directors shall serve until the first annual meeting of the Board, and until their respective successors are elected and qualified. The members of the Board of Directors shall thereafter be elected by the Members of the Corporation annually to serve for terms of one (1) year and until their respective successors are elected and qualified.

Section 3.3. Vacancies. Any vacancy on the Board of Directors may be filled by a majority vote of the remaining Directors. Subject to removal as otherwise provided herein, any Director so elected or appointed shall hold office for the unexpired term of the vacancy.

Section 3.4. Resignation. Any Director may resign at any time. A resignation shall be made in writing to the Board of Directors and shall take effect at the time specified therein or, if no time is specified, at the time of its receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.5. Removal of Directors. Any or all members of the Board of Directors of the Corporation may be removed at any time with or without cause at the direction or election of Members of the Corporation, at any meeting called expressly for that purpose.

Section 3.6. Annual Meetings. The annual meeting of the Board of Directors shall be held at such time and place as periodically determined by the Directors. This meeting shall be held for the purposes of electing officers of the Corporation and for consideration of any other business that may be brought before the meeting. No notice shall be necessary for the holding of this annual meeting.

Section 3.7. Special Meetings. Special meetings of the Board of Directors may be held upon call of the President, a majority of the Directors or a majority of the Members of the Corporation. The person or persons calling such meeting shall give or cause the Secretary of the Corporation to give written or oral notice of the meeting, specifying the time and place of the meeting to each Director, either in person, by telephone, by mailing, by messenger, by facsimile transmission, or by telegram, at least three (3) days in advance of the meeting. The notice of such meeting shall state the purpose for which the meeting is to be called. No business shall be transacted at a special meeting except as stated in the notice.

Section 3.8. Participation in Meetings. Any or all Directors may participate in a meeting of the Board or committee of the Board by any means of communication by which all Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.9. Waiver of Notice. A Director's attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. A Director may waive notice of the meeting either before or after the date and time stated in the notice, which waiver must be in writing and signed by the Director entitled to the notice.

Section 3.10. Quorum. The presence of a majority of the Directors shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of the Directors present and voting at any meeting at which a quorum is present shall be the act of the Board of Directors except as may be otherwise specifically provided by statute or these By-Laws.

Section 3.11. Action Without Meeting. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if, prior to such action, written consents setting forth the action to be so taken shall be signed by all members of the Board of Directors and such written consents shall be filed with the minutes of the proceedings of the Corporation.

Section 3.12. Compensation. The Directors may receive reasonable compensation for acting in such capacity, and they may be reimbursed by the Corporation for their reasonable expenses and disbursements incurred on behalf of the Corporation.

#### **ARTICLE IV** **Committees**

The Board of Directors may appoint such standing and special committees, including, but not limited to, an executive committee and a finance committee, as it may from time to time deem necessary or desirable. The Board of Directors shall specify the function or functions of any such committee, the number of the members thereof and their terms of office (if fixed).

Subject to the authority of the Board of Directors, such committees may consider and investigate such matters, and perform such acts and responsibilities, as may be referred or delegated to them by the Board of Directors.

## **ARTICLE V** **Officers**

Section 5.1. Election. At its annual meeting, the Board of Directors shall elect a President, a Secretary, a Treasurer and such assistants and other officers as it may decide upon, for a term of one (1) year. If the annual meeting of the Board of Directors is not held at the time designated in these By-Laws, such failure shall not cause any defect in the corporate existence of the Corporation, but the officers for the time being shall hold over until their successors are chosen and qualified, unless sooner removed as provided for by applicable law.

Section 5.2. Removal. Any officer may be removed from office, with or without cause, by the vote of a majority of the Directors present and voting at a meeting of the Board of Directors called expressly for that purpose.

Section 5.3. Vacancies. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.4. President. The President shall be the chief executive officer of the Corporation and shall possess and exercise general executive and supervisory authority over the Corporation's affairs and its employees and other officers and shall preside at all meetings of the Board of Directors. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time. The Vice President may, in the absence of the President, perform all duties incident to such offices.

Section 5.5. Vice President. The Vice President (if any) shall perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as the By-Laws may require or the Board of Directors may prescribe.

Section 5.6. Treasurer. The Treasurer's duties shall include the following: (i) keeping correct and complete records of account which show at all times the actual financial condition of the Corporation; (ii) serving as the legal custodian of all monies, notes, securities and other valuables which may from time to time come into the possession of the Corporation; (iii) providing a statement of the financial condition of the Corporation at the regular meeting of the Members of the Corporation; (iv) preparing and timely filing on behalf of the Corporation such reports and returns as may be required from time to time to maintain the Corporation in good standing under the laws of the State of Indiana; and (v) preparing and timely filing on behalf of the Corporation any annual federal or state income tax returns required to be filed by the Corporation and such other reports and returns as may be required from time to time to establish and maintain the exempt status of the Corporation for purposes of federal and state income taxation.

Section 5.7. Secretary. The Secretary's duties shall include the following: (i) attending all meetings of the members of the Board of Directors and keeping, or causing to be kept, in a book provided for that purpose, a true and complete record of the proceedings of such meetings, and performing a like duty for all standing committees appointed by the Board of



Directors, when required; (ii) giving all notices of the Corporation required to be served in accordance with the provisions of these By-Laws or as required by law; (iii) keeping a list of the Members of the Corporation and their respective post office addresses; (iv) acting as the legal custodian of the corporate records of the Corporation; and, (iv) in general, performing all duties incident to the office of Secretary.

Section 5.8. Assistant Officers. Such assistant officers, as the Board of Directors shall from time to time designate and elect, shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them and such other powers and duties as this Code of By-Laws or the Board of Directors may prescribe. An Assistant Secretary may, in the event of the absence or disability of the Secretary, attest to the execution by the Corporation of all documents.

Section 5.9. Delegation of Authority. In case of the absence of any officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any Director, for the time being, provided a majority of the entire Board concurs therein.

## **ARTICLE VI**

### **Miscellaneous**

Section 6.1. Execution of Contracts and Other Documents. Unless otherwise required by law or otherwise directed by the Board of Directors, all contracts, agreements, and documents entered into by the Corporation shall be executed by either the Chairman of the Board of Directors or the President of the Corporation, singly, and if required, attested by the Secretary or Treasurer. However, the Board of Directors may expressly authorize by resolution any officer, employee, or agent of the Corporation to execute any such deed, mortgage, assignment, instrument, contract or agreement on behalf of the Corporation singly and without the necessity of any additional execution or attestation by any other officer of the Corporation.

Section 6.2. Execution of Checks, Drafts and Other Orders for Payment. All checks, drafts or other orders for payment of money by the Corporation must be signed such person or persons as the Board of Directors may from time to time so designate.

Section 6.3. Fiscal Year. The fiscal year of the Corporation shall be from October 1 to September 30.

Section 6.4. Deposits. All monies of the Corporation shall be deposited in the name of the Corporation under such conditions and at such financial institution or financial institutions as shall be determined by the Board of Directors.

Section 6.5. Amendment. The Board of Directors, with the consent of the Members of the Corporation, shall have the power to make, alter, amend or repeal this Code of By-Laws of the Corporation providing for the internal regulation and conduct of the affairs of the Corporation.

Section 6.6. Not-for-Profit Status. Notwithstanding any contrary provisions contained herein, neither the Members nor the Board of Directors shall have the power or authority to do

any act that will prevent the Corporation from being an organization described in Code Section 501(c)(3) or corresponding provisions of any subsequent federal tax laws or would otherwise be in violation of the Indiana General Not For Profit Corporation Act of 1986.

Effective Date: **Friday, September 23, 2011**

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## School Enrollment Protocol and Timeline

### Applications for New Students

1. ECSoE will begin accepting applications from new students for the upcoming school year in mid-January.
2. The school holds lotteries to determine acceptance and waiting list status as outlined below for the upcoming school year
3. The lottery for the upcoming school year is held in March when and if the number of applications received is greater than the number of openings in each class, with the date publicly announced in advance.

Several factors determine an applicant's acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the waiting list. Students who do not have siblings attending ECSoE follow on the waiting list.

An applicant's rank on the waiting list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and so on. If there is an available space in the grade for that applicant, he or she is admitted to the school. If not, that student is placed on the waiting list for that grade, in the order the application was pulled in the lottery. Applicants from the first preference group normally will have preference over any applicant from the second preference group, and so on.

For certain grades (for example, Kindergarten), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there are few, if any, available spaces.

Waiting lists do not carry over into the next school year. All applications and waiting lists are disposed of on ADM count date.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend the school.

### Applications for Re-enrollment –

1. Students currently enrolled in and attending ECSoE in good standing remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process.
2. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.
3. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

## December

- Design / update enrollment ad for placement in local paper
- Arrange for run of ad in local paper – 1 – 2 weeks depending on cost for mid – late January
- Work with ISE, ion360 in identifying local school media and marketing materials
  - School Facts Sheet or Brochure
- Update school application form
  - English / Spanish
- Print copies of application form
- Update all enrollment materials (see list of all forms needed)

## January

- Determine open seats for upcoming school year
  - Returning Students – For schools in existence, first determine returning students
    - Send out intent to re-enroll cards to current student families allowing a 6 week turn around to return postcards.
    - Postcards should be distributed in early January (on or about January 10)
    - As intent to re-enroll cards are returned, each should be stamped with date/time received, as well as initials of staff who receives the card
    - Upon receipt of intent to re-enroll cards, and passing of deadline, a count of open seats will be calculated for new students. Do so by grade level
  - New Students – This will apply to new schools and schools in existence
    - Open Enrollment will run for approximately 8 weeks beginning on or about January 20 of each year
    - Ad should run week prior to start of Open Enrollment and again within open enrollment if interest is not producing numbers needed
    - An application must be completed for each child interested in attendance at the school
    - As applications are submitted, check for accuracy and completion of all fields (phone numbers are critical)
    - If you receive more applications for any grade level than the number of spaces that are available during the open enrollment period, you must have a lottery
    - As applications are turned in, stamp with date and time received, as well as initials of staff receiving the application
    - A ticket should be attached to the application with a matching duplicate placed in the appropriate grade level envelope in the event a lottery becomes necessary. The student's name should be written on the ticket half going in to the envelope

Applications received after the open enrollment period ends are placed on a waitlist. It is critical this occurs by grade level with date / time received staff that received and numbered in order received. Placement to a class is by first-come, first-served availability only after the lottery takes place.

### March/April

- Siblings
  - Siblings – Siblings of current students have priority in enrollment. For example, the parent of a second grade student has a child eligible to enter kindergarten for the upcoming year. If the application is received in the open enrollment period and seats are available, the student automatically gets in. If the application is received after the open enrollment, the student goes to the waitlist and is not eligible for the lottery
- Lottery
  - A ticket system is recommended as it allows a paper trail. Attach one part of the ticket to the application form as it is submitted, with the student's name written on the other half of the ticket and placed in appropriate grade level envelope.
  - The lottery is open to the public and should be posted 48 hours prior to facilitation.
  - An outside party should be present for selection of lottery tickets. Someone from the authorizer's office is a good suggestion / strategy.
  - Outside party should pull the tickets
  - Begin with upper most grade and pulls tickets in reverse order of grades. Doing so allows monitoring and placement of siblings which are typically in the lower grades
  - If there is not space for the sibling, they are moved to the top of the waitlist
- Post Lottery
  - Once the lottery is completed and a listing of all grade level students is completed (on the day of the lottery), send a welcome letter to new students. Information should be included relative to the registration process and a timeline of dates for completion included. The letter should also clearly articulate that failure to complete and return materials on time will remove the student from enrollment and place them at the bottom of the waitlist
  - Enrollment counts and waitlist will fluctuate over the spring and summer. It is critical that numbers and paperwork be kept up to date and accurate. Weekly enrollment reports will guide the process and provide numbers for all parties communicating accurate enrollment information
- Registration Process
  - It is critical to beginning the new school year with full seats that the registration process be a multiple step process
  - Registration materials should be printed in separate colors for returning and new students. For example, all registration forms for returning students may be printed on green paper with those for new students printed on yellow paper. This allows quick recognition of new and returning students and processing appropriately.
  - Registration materials should be divided in to three succinct mailings to be sent between mid April and early June, with approximately 4 weeks between each mailing. Doing so ensures continued interest and seriousness of the family in enrolling their child.

- The last set of materials should be due back late June to allow the next mailing in early to be assignment of teacher and welcome letter by the child's teacher along with a supply list for starting the school year
- Registration Materials
  - First Mailing / Posting **April 16, 2012 (Due April 30)**
    - Registration Form
    - Home Language Survey
    - Health History
    - Emergency Notification Cards
    - Physical Form
  - Second Mailing early **May 14, 2012 (Due May 31)**
    - School Calendar
    - Attendance Policy – With Acknowledgement Form for Signature
    - Video Consent Policy – With Acknowledgement form for Signature
    - Uniform Policy – With Acknowledgement form for signature
    - Free and Reduced Meal Form
    - Supply Lists by Grade
  - Third Mailing early **June 16, 2012 (Due June 30)**
    - Family Handbook with FERPA policy
    - Discipline Policy – With Acknowledgement form for signature
    - Internet / Computer Use Policy – With Acknowledgement form for signature
    - Consent to Release Form documenting who may pick up children for each family
  - Fourth Mailing / Posting **(July 20, 2012)**
    - Welcome Letter from Director / Teacher

It is critical within each mailing that, upon return, materials are checked and verified for accuracy and completeness in return of all documents. The following checklist will apply to ensure accuracy and assurance that critical finds\* are met.

- School Office Staff must check enrollment registration form for identification of students with IEP's
- School Office Staff must check enrollment packets to ensure all documents are completed and returned. If forms are missing, office staff MUST notify parents of missing items and a set time for return of materials set
- Classroom homeroom teacher must review all student files for identification of critical finds\*. Signature required to validate completion by end of second week of school year

\*critical finds are those key designations, acknowledgements and check points on registration form and/or documents that impact direct services, health and/or programmatic areas for the student. This includes identification of special education service

Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an assertive discipline approach. All staff receive materials related to our Behaviors for Learning and training on this in conjunction with maintaining a positive Learning Environment. When a child disrupts the learning the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic climate through adherence to our Behaviors for Learning. When a child's behavior is repeated and classroom interventions and strategies are not working a referral to the office is the next step in our progressive discipline process.

Eunoia Charter School of Excellence student discipline policies and guidelines are executed in accordance with Indiana Code, IC 20-8.1-5.1. Copies of the Code are available in the School office.

### **Search and Seizure Policy**

1. The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable cause for a search.
  - o As used in this policy, "reasonable cause for a search" means any circumstances, which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
    - i. Evidence of a violation of the student conduct standards contained in the student handbook; or
    - ii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person.
2. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.
3. The principal, or a member of administrative staff designated in writing by the principal, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.
4. The principal, a member of the administrative staff, or a teacher may search a desk or any other storage area on school premises other than a locker when the person conducting the search has reasonable cause for a search.

5. The principal, or another member of the administrative staff designated in writing by the principal and acting at the direction of the principal, may search the person of a student during a school activity if the principal has reasonable grounds for a search of that student.
  - o Searches of the person of a student shall be limited to:
    - i. Searches of the pockets of the student,
    - ii. Any object in the possession of the student such as a purse or briefcase, and/or
    - iii. A "pat down" of the exterior of the student's clothing.
6. Searches of the person of a student that require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with this policy. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.
7. Anything found in the course of a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
  - o Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing,
  - o Returned to the parent or guardian of the student from whom it was seized,
  - o Destroyed if it has no significant value, or
  - o Turned over to any law enforcement officer in accordance with this policy.
8. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
  - o Returned to the parent or guardian of the student from whom it was seized,
  - o Destroyed, or
  - o Turned over to any law enforcement officer in accordance with this policy.
9. The principal, or a member of the administrative staff designated in writing by the principal, may request the assistance of a law enforcement officer to:
  - o Search any area of school premises, any student, or any motor vehicle on school premises;
  - o Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

## Core Expectations



The following directives, known as the "**Core Expectations**," represent basic beliefs of Eunoia Charter School of Excellence, which all students are expected to follow. These rules apply at all times that the school is responsible for the students, including any off-site, school-sponsored functions such as field trips, sporting events, and overnight retreats.

1. Listen to and follow the directions of the teachers and staff
2. Do your best, work hard, and strive to achieve
3. Cooperate and help other
4. Treat yourself and others with respect
5. Respect the property and rights of others
6. Do not disrupt the educational process
7. Be honest in word and deed
8. Be responsible for your actions and for what you need to do

*Each of the Core Expectations promotes the Eunoia Charter School of Excellence values –*

- Contribute More: through a commitment to outstanding moral character
- Desire More: through a commitment to academic growth
- Do More: through a commitment to creating a sense of community
- Learn More: through a commitment to core curriculum
- Expect More: through a commitment to measurable results

### **Detention**

Detention can be either lunch/recess detention or after school detention. Lunch/recess detention means that a student will miss lunch and recess time with the class, and will spend that time in the Detention Room eating his/her lunch alone and doing schoolwork. After-school detention means that the child will spend the next day after school beginning at 3:40 p.m. in a supervised study environment. Parents will be notified in writing when a child is assigned an after-school detention to ensure transportation home is arranged. Failure to fulfill the detention requirement will add another detention to the one not served.

When a student fails to respond to warnings and detentions, more serious measures will be taken to motivate the student to improve his or her behavior.

### **Saturday School**

Saturday School may be scheduled throughout the school year. Saturday School means that a student will report to Eunoia Charter School of Excellence from 8:00 a.m. to noon on a scheduled Saturday. Saturday School will consist of a student either completing academic or community service on school grounds for the given time. Parents will be notified when a student is assigned Saturday School to ensure transportation to and from Eunoia Charter School of Excellence. Failure to fulfill the Saturday School requirement will add another Saturday School to the one not served.

### **Expulsion**

The following behaviors may result in a student being expelled for a period of time as allowed by Indiana law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

Forms and processes for appealing expulsion are available in the school office, and are outlined in Indiana Code, IC 20-8.1-5.1, Chapter 5.1, Suspension, Expulsion and Student Discipline. Indiana Administrative Code, Article 7, Rule 44, specific to disciplinary change of placement for students with disabilities. Copies are available in the school office.

Eunoia Charter School of Excellence expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent in accordance with IC 20-8.1-5.1-13. Formal findings from such a hearing will be explained in writing to the parents and the Director of Eunoia Charter School of Excellence with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Trustees as specified in IC 20-8.1-5.1-13. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Head of School of Eunoia Charter School of Excellence shall notify the head of the receiving school of the reasons for the pupil's expulsion.

#### **Procedural Due Process**

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses
3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

Pursuant to 511 IAC 7-44, school leadership will ensure disciplinary guidelines under IDEA and Article 7 for students with an individualized education plan.

#### **Procedures for all Expulsion Hearings**

1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) at the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.
4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the Hearing Officer (Head of School or designee). A decision is rendered on the evidence available
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request under Chapter 766.

#### **General School Rules and Policy**

Eunoia Charter School of Excellence facilitates the development of disciplined individuals toward fostering a community of learners' attitude and environment. Eunoia Charter School of Excellence celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way.

Policies and consequences consistent with our mission are necessary to ensure a safe learning environment for every child.

#### **Inappropriate Behavior**

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience
- Misusing school equipment, or that of others
- Running in class, or in the hallways
- Littering
- Teasing
- Horseplay
- Bullying
- Sexual harassment

Teachers will discuss the above behaviors with children and will contact parents in working

together to resolve. If the child's behavior problems continue, a referral to the office administration may occur.

### Office Referrals

It is at the discretion of the teacher to refer a child to the administration for intervention of behaviors. Administration will talk with the child, as well as others involved, to understand the circumstances surrounding the incident.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief "time out" period, or may receive another form of consequence. These may include detention, in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of Eunoia Charter School of Excellence's intervention strategies. Upon each referral to the administration, the parent or guardian will be called and informed of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model Eunoia Charter School of Excellence's Core Expectations.***

### Suspension

The following behaviors may result in immediate suspension:

- Fighting
- Biting
- Forgery
- Harassment / bullying others
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or other school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual misbehavior

Suspensions may be in school or out of school as specified in the notice of referral letter mailed to parents. Parents may be required to return to school with their child to meet with members of the administrative team as specified in the notice of referral letter.

**Administration of Medication**

The nurse's office works very hard to maintain the health of all the students. It is our goal to make sure all students have a safe and healthy place to learn. Please remember that we are working for the total welfare of all the students at Eunoia Charter School of Excellence.

Giving medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school MUST be brought to the nurse's office before school and stored in a cabinet or refrigerator.

If your child needs to take a prescription medication at school, ask your pharmacy to provide a duplicate bottle for school usage. Any changes from your child's original prescription must be verified by your doctor via fax for a new prescription. If your child has a medical condition that requires medication to be given on an as-needed basis, a doctor's note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school MUST be in the prescription bottle or original container.

Medicine will not be given unless it is prescribed for the child bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication slip, including:

1. Student's Name
2. Medication Name
3. Directions (amount and time to be given)
4. Number of days to be given
5. Parent's signature, telephone number and date

Any medication, not in the original container, and with the child's name on it, will be held by the school nurse for a parent to pick up within one week. After that, it will be destroyed.

No medications, whether prescription or over-the-counter, are given without written consent from parents or guardians.

**Communicable Diseases**

Parents must notify the school immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies will be initiated.

Eunoia Charter School of Excellence follows isolation and quarantine regulations as prescribed by the Indiana Department of Public Health. In the chart below are guidelines that apply to how long a child should stay at home if common childhood diseases and conditions should occur.

### Doctor/Dentist Appointments

All appointments are strongly urged to be after school hours. If this is not possible, a parent or a designated guardian must come to the school office to pick up a student for a medical or dental appointment. **Students cannot be released unless an authorized person listed on the emergency card is present.**

### Health Requisites

Eunoia Charter School of Excellence employs a full-time counselor/social worker and school nurse. Eunoia Charter School of Excellence follows state law concerning proper immunization and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations as outlined by the State Board of Health. Parents are required to maintain a current record of immunizations with the school nurse for their child(ren). Complete physicals are required before entry to the school at any grade level.

### Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat, or a rash, he/she should not come to school until a diagnosis has been determined or the symptoms have disappeared. This helps reduce the spread of infections at school.

If a student shows symptoms of a serious illness while at school, the student is excluded from the regular school program, and the following procedures are followed:

1. The student is asked to report to the nurse's office.
2. Parents are notified to make arrangements to have the student picked up at school. If parents cannot be reached, the person designated on the emergency card is called. **It is essential that parents list people on the emergency card who are able to pick up the student if the parents cannot be reached.**

### Permission to Administer Over-the-Counter Medication

Over the counter medications (such as Tylenol, non-aspirin pain relievers, cough syrups) at school should be restricted to only when necessary. These are to be provided by the parent. The nurse's office **DOES NOT** keep any medications of any type on hand.

Parents must sign a permission form from the school nurse authorizing dispensing over-the-counter medication for headaches or other common ailments and are only permitted to use medications sent from home in clearly marked original containers.

### Prescription Medication

The school nurse administers prescription medications when the following specific requirements are met.

1. A signed consent form is on file to give the medication
2. Medications are to be given to the school nurse in a pharmacy or manufacturer-labeled container.
3. The label must state:
  - a. Student's name

- b. Name of the drug
- c. Dosage
- d. Directions for use
- e. Physician's name
- f. Expiration date of a time-dated drug

**All prescription medications brought to school must be stored in the nurse's office, with the current supply kept to a 30-day minimum. The school nurse will work with the instructional staff to maintain consistency in the child's medication schedule.**

### **Transporting of Medication**

It is strongly recommended that Primary students (K-5) **DO NOT** transport their medications. It is always best that a parent or guardian bring medications directly to school. The medicine will need to be given to the nurse's office in accordance with the medication policy.

### **Items of Interest or Concern**

- o A limited amount of clothing is available in the nurse's office for the children when accidents occur. If your child needs to use these items, they need to be **laundered and promptly returned to the nurse's office.**
- o If your child becomes ill or injured, it is imperative that the nurse's office has **three (3)** legitimate contact numbers on file. The nurse's office must be able to reach parents, guardians, or someone who will be responsible for the child and pick them up in a **timely** manner.
- o Eunoia Charter School of Excellence has a no nit policy. Any student diagnosed with lice must be nit free before returning to school. Information on lice control is available in the nurse's office.
- o **DO NOT** send your child to school if they had a fever above **100 degrees or more** within the last **24 hours**. If they complain of feeling ill, please check their temperature before sending them to school.
- o **DO NOT** send your child to school if they have had **diarrhea or vomiting in the last 24 hours.**
- o If your child has **any** type of infection, they must have been on an antibiotic for **24 hours** before returning to school.

### **Screening Tests**

Eunoia Charter School of Excellence works with the State and local health agency to conduct age appropriate health screenings. These tests are carried out under the supervision of the school physician, school nurse, and/or specialist in a particular health field. Health screening procedures can only identify potential or existing health problems. School officials will notify parents/guardians of the results of the screening to allow the necessary follow up with medical personnel.

## **EMPLOYMENT**

### **101 Nature of Employment**

Employment with ECSOE is defined as employment at will, and employees are free to resign at will at any time, with or without cause. Similarly, ECSOE may terminate the employment relationship, with or without cause, so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be constructed to constitute contractual obligations of any kind between ECSOE and any of its employees. The provisions of the handbook have been developed by management and, except for its policy of employment-at-will, may be amended at any time, at the sole discretion of ECSOE.

These provisions supersede all existing policies and practices and may not be amended or added to with or without the express written approval of the president of ECSOE.

### **102 Equal Employment Opportunity**

To provide equal employment and advancement opportunities to all individuals, employment decisions at ECSOE will be based on merit, qualifications, and abilities. ECSOE does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, or any other characteristic protected by law.

ECSOE will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

If you have questions or concerns regarding discrimination in the workplace, you are encouraged to bring these issues to the attention of the School Director or Office Manager at ECSOE. Employees can raise concerns without fear of reprisal. If an employee is found to be engaged in any type of unlawful discrimination, he/she is subject to disciplinary action, up to and including termination of employment.

### **103 Hiring of Relatives**

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Relatives may be hired only with the approval of ECSOE Board and employment in the organization may only occur in a different department.



## **104 Immigration Law Compliance**

ECSoE is committed to employing only United States citizens and legal aliens who are authorized to work in the United States. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the same process as new employees.

The I-9 can be completed by the employee prior to their first day of work but federal law requires that this form be completed no more than three days after the employee starts employment. Failure to complete this form will cause a non-employment status with ECSoE and they will be ineligible to be paid.

## **105 Conflicts of Interest**

All employees are expected to conduct business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of ECSoE. Business dealings that appear to create a conflict between the interests of ECSoE and an employee are unacceptable. Employees who are employed in other employment or business initiatives must disclose these to the School Director or Human Resources, so that ECSoE may assess and prevent potential conflicts of interest from arising.

An actual or potential conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of ECSoE's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

The mere existence of a relationship with outside firms does not create a conflict of interest. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of ECSoE as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which ECSoE does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving ECSoE. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

## **106 Non-Disclosure**

The protection of confidential business information and trade secrets is vital to the interests and the success of ECSoE. Such confidential information includes but is not limited to the following examples:

- Compensation data

- Computer processes
- Computer programs and codes
- Financial information
- Labor relations strategies
- Marketing strategies
- New materials research
- Research and development strategies
- Scientific data and formulae
- Scientific prototypes
- Student information
- Technological data
- Technological prototypes

Employees who are exposed to confidential information may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information may be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

### **107 Disability Accommodation**

ECSOE is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Employees with questions or seeking more information on the Americans with Disabilities Act are encouraged to contact the Office Manager at ECSOE. Employees may raise questions or complaints about the Americans with Disabilities Act compliance without fear of reprisal.

## EMPLOYMENT STATUS & RECORDS

### 201 Employment Categories

It is the intent of ECSOE to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and ECSOE.

Employee status is designated as either NON-EXEMPT or EXEMPT from federal and state wage and hour laws. NON-EXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NON-EXEMPT classification may be changed only upon written notification by ECSOE management.

In addition to the above categories, your employment will be designated as either:

- **Regular full-time** employees are those who are not in a temporary or provisional status and who are regularly scheduled to work a full-time, 1,000-hour per year schedule. Generally, they are eligible for ECSOE's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- **Regular part-time** employees are those who are not assigned to a temporary or provisional status and who are regularly scheduled to work less than 1,000 hours per year. Regular part-time employees who work at least 24 hours per week are eligible for reduced benefits sponsored by ECSOE, subject to the terms, conditions, and limitations of each benefit program.
- **Temporary** employees are those who are hired as interim replacements to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for ECSOE's other benefit programs.

### 202 Access to Personnel Files

ECSOE maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, salary information, high school and/or college transcripts, and other employment records.

Personnel files are the property of ECSOE, and access to the information they contain is restricted. Generally, only supervisors and management personnel of ECSOE who have a legitimate reason to review information in a file are permitted to do so.

Employees who wish to review their own file should contact the School Director and/or Operations Manager at ECSOE. With reasonable advance notice, employees may

review their own personnel files in ECSoE's offices and in the presence of an individual appointed by ECSoE to maintain the files.

### **203 Employment Reference Checks**

The Operations Manager at ECSoE will respond in writing only to those reference check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, rate of pay, and position(s) held. No employment data will be released without a written authorization and release form signed by the individual who is the subject of the inquiry.

### **204 Personnel Data Changes**

It is the responsibility of each employee to **promptly** notify ECSoE of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, and other such status reports should be accurate and current. If any personnel data has changed, please notify ECSoE.

### **205 Employment Applications**

ECSoE relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination.

### **206 Performance Evaluation**

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, frequent basis. Formal performance evaluations for non-teaching staff will be conducted at the end of each school year to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. Formal performance evaluations for teaching staff will be conducted one (1) time per semester unless additional observations are warranted by concerns of the Director.

ECSoE has implemented **Individual Performance Assessments**, a two-step performance evaluation program that enlists employee involvement in the evaluation process.

**Step 1.** At the beginning of the school year, employee and supervisor will discuss the goals and objectives for the employee to achieve in a given performance year. At this time, the employee will write clear performance and skill improvement objectives and develop an action plan to achieve those objectives.

**Step 2.** At the end of the school year, employee and supervisor will meet to evaluate achievements. Annual salary increases are based on merit.

In summary, **Individual Performance Assessments** will:

- Encourage effective, candid, two-way communication between employee and supervisor;
- Create a personalized professional development plan for enhancing and building business and professional skills;
- Establish a plan for achieving performance objectives and determine how that performance will be measured;
- Document the employee's efforts and results achieved;
- Provide a structured forum for the employees' supervisor to express appreciation of accomplishments;
- Provide the foundation, based on ECSOE pay-for-performance practice, for determining compensation and career growth opportunities.

## **EMPLOYEE BENEFIT PROGRAMS**

### **301 Vacation Days**

Employees scheduled to work on a "year-round" basis may earn paid vacation days to be used while the children are not in school based upon their employment status, date of hire and length of service. You will be notified in writing of the number of vacation days you have earned at the start of each school year or on your hire date.

Vacation benefits for all other staff are based upon the scheduled vacation periods as published on the school calendar. Employees do not receive additional pay for vacation periods. A master school calendar will be provided at the start of each academic year to all staff.

### **302 Sick and Personal Days**

Sick days may be used for personal illness or the illness of a dependent family member. They may also be used for religious or cultural holidays if approval is given in writing by the Director before the day is missed. Four sick days and two personal business days are allocated per school year, following the first year of employment. In the first year of employment, employees earn one (1) sick day for every thirty (30) days worked up to four (4) sick days per the school year, and one (1) personal day per semester. Sick and/or personal days not used will be carried over to the next school year. A total of thirty (30) days may be accumulated. Accumulated days are not eligible for pay out upon an employee's termination (voluntary or involuntary) from the organization.

### **303 Holidays**

ECSoE will grant holiday time off to all employees on the holidays listed below:

- Labor Day
- Thanksgiving Day
- Christmas Day
- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day\*

\*Year round employees only

Employees must work the scheduled workday before and the scheduled workday after the holiday. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

A paid holiday schedule will be published the first workday of the school year.

### **304 Workers' Compensation Insurance**

ECSoE provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, please report it immediately. Failure to immediately notify your supervisor or ECSoE about a work-related injury or illness may result in your losing workers' compensation benefits with regards to that particular injury or illness.

Neither ECSoE nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by ECSoE or its clients.

### **305 Bereavement Leave**

Employees who wish to take time off due to the death of a family member should notify their supervisor immediately in writing. Should additional time off be required, employees may use PTO or arrange time off without pay to augment paid bereavement leave with supervisor approval. All time off must be approved in writing by the School Director.

On the death of a spouse, child, or parent, employee will be granted up to 5 days of bereavement leave, and up to 4 days on the death of siblings and step-siblings; a grandparent, grandchild, (including persons of step-relationship) will be granted up to 3 days of bereavement leave; and a mother-in-law, father-in-law, niece, nephew, or immediate aunt or uncle will be granted up to 2 days of bereavement leave. Bereavement leave must be approved by your supervisor.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, or bonuses.

### **306 Jury Duty**

ECSoE encourages employees to fulfill civic responsibilities including serving on jury duty when required.

During the period of time in which an employee serves as a juror, the employee will receive the difference between court issued pay and regular pay for the day(s) the employee is absent from work.

Please present a copy of the jury summons subpoena to your supervisor at the time the leave is requested. If you are not chosen to serve on a jury and you are released for the day, you are expected to return to work. So that pay can be appropriately

adjusted, the employee must provide documentation, upon returning to work, of the dates served and the court issued pay received. The court will provide these documents to the employee.

### **307 Witness Duty**

ECSOE encourages employees to appear in court for witness duty.

During the period of time in which an employee serves as a witness, the employee will receive the difference between court-issued pay and regular pay for the day(s) the employee is absent from work.

### **308 Benefits Continuation (COBRA)**

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and qualified beneficiaries the opportunity to continue health insurance coverage (including medical, dental, and vision) under ECSOE's health insurance plan when a qualifying event would normally result in the loss of eligibility. Common qualifying events include resignation, termination of employment except when termination is due to an employee's gross misconduct, death of an employee, a reduction in an employee's hours or a leave of absence, an employee's divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

ECSOE provides each eligible employee with a written notice describing rights granted under COBRA, when the employee becomes eligible for coverage under ECSOE's health insurance plan. The notice contains important information about the employee's rights and obligations, as well as cost of benefits, under COBRA.

### **309 Health Insurance**

ECSOE's health insurance plan provides employees and their dependents access to medical, dental, and vision insurance benefits.

Eligible employees may participate in the health insurance plan subject to all terms and conditions of the agreement between ECSOE and the insurance carrier.

A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Refer to the COBRA policy for more information.

Details of the health insurance plan are described in writing by the carrier and provided each staff. Information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact the Office Manager at ECSOE for more information about health insurance benefits.



### **310 Life / AD&D Insurance**

Life/AD&D insurance offers employees and their families' important financial protection. ECSOE provides Life / AD&D insurance benefits for eligible employees. Additional dependent life insurance coverage may also be purchased.

Eligible employees may participate in the Life/AD&D plan subject to all terms and conditions of the agreement between ECSOE and the insurance carrier.

Details of the Life/AD&D insurance plans including benefit amounts are described in the Summary Plan Description provided to eligible employees. Contact the Office Manager at ECSOE for more information about Life/AD&D insurance benefits.

### **311 Short-Term Disability**

ECSOE provides a short-term disability (STD) benefits plan to eligible employees who are unable to work because of a qualifying disability due to an injury or illness.

Eligible employees may participate in the STD plan subject to all terms and conditions of the agreement between ECSOE and the insurance carrier.

Disabilities arising from pregnancy or pregnancy-related illness are treated the same as any other illness that prevents an employee from working. Disabilities covered by workers' compensation are excluded from STD coverage.

Details of the STD benefits-plan including benefit amounts, when they are payable, limitations, restrictions, and other exclusions are described in the Summary Plan Description provided to eligible employees. Contact the Office Manager at ECSOE for more information about STD benefits.

### **312 Long-Term Disability**

ECSOE provides a long-term disability (LTD) benefit plan to help eligible employees cope with an illness or injury that results in a long-term absence from employment.

Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between ECSOE and the insurance carrier.

Details of the LTD benefit plan, including benefit amounts, and limitations and restrictions, are described in the Summary Plan Description provided to eligible employees. Contact the Office Manager at ECSOE for more information about LTD benefits.

### **313 Classroom Material Reimbursement**

ECSOE will reimburse each teacher for materials and supplies to be used in the classroom for instructional purposes. The reimbursement amount will be established at

the start of the school year and the amount provided each teacher in writing. Teachers must submit the proper form and attach the receipt in order to be reimbursed. Under no circumstance will the teacher be reimbursed for sales tax. A sales tax exemption form is available in the office and can be used at most retail establishments. Non-consumable items become the property of the organization upon termination from the organization.

## **TIMEKEEPING / PAYROLL**

### **401 Timekeeping**

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and state laws require ECSoE to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Non-exempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. Employees should also record the beginning and ending time of any split shift or departure from work for personal reasons. Unless otherwise instructed, overtime work must always be approved before it is performed.

Altering, falsifying or tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

It is the employee's responsibility to sign their time records to certify the accuracy of all time recorded. The supervisor will review and then initial the time record before submitting it for payroll processing. In addition, if corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes by initialing the time record.

### **402 Paydays**

Pay week begins on Sunday and ends on Saturday, and each pay period consists of two weeks. Paychecks are distributed directly to employees no later than every other Friday. Base pay for exempt staff is paid on a **current** basis. Base pay for non-exempt staff is paid one week in arrears.

Employees may have their pay directly deposited into their bank accounts if they provide advance written authorization to ECSoE. Employees will receive an itemized statement of wages when ECSoE makes direct deposits.

### **403 Employment Termination**

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- **Resignation:** voluntary employment termination initiated by an employee;
- **Discharge:** involuntary employment termination initiated by the organization;
- **Layoff:** involuntary employment termination initiated by the organization for non-disciplinary reasons;
- **Retirement:** voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

ECSOE may schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, and repayment of outstanding debts to ECSOE. Suggestions, complaints, and questions can also be voiced.

Since employment with ECSOE is based on mutual consent, both the employee and ECSOE have the right to terminate employment at will, with or without cause, at any time. Employee benefits will be affected by employment termination. All accrued, vested benefits that are due and payable at termination will be paid within a reasonable amount of time. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

#### **404 Administrative Pay Corrections**

ECSOE takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Office Manager who will contact the Payroll Department so that corrections can be made as quickly as possible.

#### **405 Pay Deductions and Setoffs**

The law requires ECSOE to make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes, as well as Teacher's Retirement Fund (TRF) and/or Public Employee's Retirement Fund (PERF) contributions. ECSOE also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." ECSOE matches the amount of Social Security taxes paid by each employee.

If an employee has questions concerning why deductions were made from a paycheck or how pay was calculated, please contact the School Director or the Operations Manager.

## **WORK CONDITIONS & HOURS**

### **501 Safety**

Maintaining a safe work environment requires the continuous cooperation of all employees. ECSOE strongly encourages employees to communicate with fellow employees and their supervisors regarding safety issues.

All employees will be provided care, first-aid and emergency service, as required, for injuries or illnesses while on ECSOE premises. Employees should contact their supervisor, the nearest supervisor, and/or 911 in the event of an accident or emergency.

If an employee is injured on the job, ECSOE provides coverage and protection in accordance with the Worker's Compensation Law. Injuries sustained while at work must be reported immediately to the employee's supervisor who will notify the Operations Manager of the incident. Employees sustaining an injury at work must complete appropriate paperwork with Human Resources.

Failure to report accidents is a serious matter as it may preclude an employee's coverage under Worker's Compensation Insurance.

### **502 Work Schedules**

The standard business hours for each position will be set at the beginning of the school year. Employees will be notified in writing of their specific scheduled hours prior to the start of the year. Some schedules may be adjusted by the employee's supervisor. All employees will be notified in writing of any changes in their individual work schedule.

### **503 Voice Mail System**

ECSOE uses a voicemail answering system. Employees are assigned passwords and are responsible for maintaining the confidentiality of their passwords and for modifying their individual voice mail messages.

### **504 Telephone Use**

Employees are required to charge personal long distance calls to their personal telephone credit card or their home telephone number per the long distance policy.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller.

### **505 Use of Copy Machine**

ECSOE has a copy machine for employee use to make copies for school related programs. Employees may be assigned passwords for using the copy machine and are responsible for maintaining the confidentiality of their passwords.

#### **506 Business Travel Expenses**

ECSOE reimburses employees for all reasonable expenses incurred in conducting of ECSOE business. ECSOE's intent is to reimburse expenses incurred by employees on assignments away from the normal work location. Employees are expected to neither gain nor lose financially as a result of business travel. See Appendix B for specific guidelines.

All business travel and entertainment expenses must be reported in conformance with ECSOE documentation requirements and Internal Revenue Service regulations.

#### **507 Computer Security**

Access to ECSOE's computer system and internet are based on individual job requirements. Employees are assigned passwords for the systems they are authorized to use and are responsible for maintaining the confidentiality of their passwords.

#### **508 Computer, E-mail and Internet Usage**

Computers, computer files, the E-mail system, Internet and software furnished to employees are ECSOE property and intended for business use, not for personal use. Employees should not use another employee's password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer, E-mail and Internet usage may be monitored. Employees may not download software / programs to school computers. Programs / software must be approved by School Leadership and installed by School IT staff.

ECSOE strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, ECSOE prohibits the use of computers and the E-mail system in ways that are discriminatory, disruptive, obscene, threatening, harassing, intimidating, offensive to others, or harmful to morale. See Appendix A for detailed Computer, E-mail and Internet policy guidelines. School computers are to be used for school related business only.

ECSOE purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, neither ECSOE nor any employee has the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement and for the purposes of conducting school business. ECSOE prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate supervisor, the Office Manager, or any member of management upon learning of violations of this policy. Employees who violate this policy may be subject to disciplinary action, up to and including termination of employment.

## 509 Workplace Violence Prevention

ECSOE is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, ECSOE has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises:

- All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, horseplay, or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited on the premises of ECSOE without proper authorization.
- Conduct that threatens, intimidates, or coerces another employee, a child, a customer, or a member of the public at any time, including business functions and off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law.
- All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor and/or the Office Manager at ECSOE. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat of violence, employees should be as specific and detailed as possible.
- All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If employees see or hear a commotion or disturbance near their workstation, they should not try to intercede.

ECSOE will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, ECSOE may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines may be subject to prompt disciplinary action up to and including termination of employment.

ECSOE encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Office Manager before the situation escalates. ECSOE is eager to assist in the resolution of employee disputes and will not discipline employees for raising such concerns.

## LEAVES OF ABSENCE

### 601 Family and Medical Leave

The Family and Medical Leave Act (FMLA) provides eligible employees with up to 12 work weeks of unpaid leave for certain family and medical reasons during a 12-month period. During this leave, an eligible employee is entitled to continued group health plan coverage as if the employee had continued to work. At the conclusion of the leave, subject to some exceptions, an employee generally has a right to return to the same or to an equivalent position.

#### FMLA – Employee Eligibility Criteria

To be eligible for FMLA leave, an employee must have been employed at ECSOE:

- For at least 12 months (which need not be consecutive);
- For at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave; and
- At a worksite (a) with 50 or more employees; or (b) where 50 or more employees are located within 75 miles of the worksite, and/or a worksite that meets FMLA eligibility.

#### Reasons for Leave

All employees who meet the applicable time of service requirements may be granted family or medical leave for the following reasons:

1. The birth of the employee's child and in order to care for the child;
2. The placement of a child with the employee for adoption or foster care;
3. To care for a spouse, child, or parent who has a serious health condition; or
4. A serious health condition that renders the employee incapable of performing the functions of his or her job.

The entitlement to leave for the birth or placement of a child for adoption or foster care will expire (12) months from the date of the birth or placement.

#### Procedure for Requesting Leave

In all cases, an employee requesting leave must complete the "Application for Family and Medical Leave" form and return it to his or her immediate supervisor and the Office Manager at ECSOE. The completed application must state the reason for the leave, the duration of the leave, and the starting and ending dates of the leave.

An employee intending to take family or medical leave because of an expected birth or placement, or because of a planned medical treatment, must submit an application for leave at least thirty (30) days before the leave is to begin. If the leave is to begin within

thirty (30) days, an employee must give notice to his or her supervisor and to ECSoE as soon as the necessity for the leave arises.

#### Medical Certification

An application for leave based on the serious health condition of the employee or the employee's spouse, child, or parent must also be accompanied by a "Medical Certification Statement" completed by a health-care provider. The certification must state the date on which the health condition commenced, the probable duration of the condition, and the appropriate medical facts regarding the condition.

If the employee is needed to care for a spouse, child, or parent, the certification must so indicate, along with an estimate of the amount of time the employee will need to be off work. If an employee has a serious health condition, the certification must state that the employee cannot perform the functions of his or her job.

#### Benefits Coverage During Leave

During a period of family or medical leave, an employee will be retained on ECSoE health-care plan under the same conditions that applied before leave commenced. To continue health coverage, the employee must continue to make any contributions that he or she made to the plan before taking leave.

An employee is not entitled to the accrual of any seniority or employment benefits that would have accrued if not for taking leave. An employee who takes family or medical leave will not lose any employment benefits that accrued before the date leave began.

#### Restoration To Employment Following Leave

Employees eligible for family and medical leave will be restored to the original position or to a position with equivalent pay, benefits, and other terms and conditions of employment. ECSoE cannot guarantee that an employee will be returned to his or her original job. ECSoE will determine whether or not a position is an "equivalent position."

ECSoE is committed to complying fully with the Family Medical Leave Act (FMLA) for qualified employees.

### **602     Military Leave**

An unpaid military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.



Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions, and limitations of the applicable plans for which the employee is otherwise eligible.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one, depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Contact the Office Manager at ECSOE for more information or questions about military leave.

### **603     Pregnancy-Related Absences**

ECSOE will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the family and medical leave policy provisions outlined in this handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave

## **EMPLOYEE CONDUCT & DISCIPLINARY ACTION**

### **701 Employee Conduct and Work Rules**

ECSoE values open communication and encourages a collaborative approach to problem-solving, which includes coaching and counseling. Through coaching, supervisors will work with employees to offer support, encouragement, and skills training. Through counseling, the employees and their supervisors will work together to identify and resolve performance issues.

To ensure orderly operations and provide the best possible work environment, ECSoE expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace.

#### Major Rule Violations

The following are some examples of infractions of major rules of conduct that may result in disciplinary action, up to and including immediate termination of employment:

- Theft or inappropriate removal, possession, or use of ECSoE or personal property;
- Falsification of timekeeping records, applications, work records, or any other records/reports required through the course of business;
- Working under the influence of alcohol or illegal drugs;
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment;
- Walking off the job during working hours;
- Unauthorized disclosure of business secrets or confidential information;
- Any conduct (including striking, fighting, threatening, etc.) endangering the life, safety, or health of any fellow employee, child, or visitor on ECSoE premises;
- Refusing to submit to drug and alcohol testing;
- Boisterous or disruptive activity in the workplace;
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property;
- Insubordination or other disrespectful conduct;
- Flagrant violation of personnel policies;
- Violation of safety or health rules;
- Sexual or other unlawful or unwelcome harassment;
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace;
- Dishonesty of any kind;
- Sleeping on the job

## Minor Rule Violations

The following are some examples of infractions of minor rules of conduct that may result in progressive disciplinary action, up to and including termination of employment:

- Violation of personnel policies;
- Unsatisfactory performance or conduct;
- Excessive or unauthorized time away from the workstation;
- Poor attendance and excessive tardiness;
- Smoking in unauthorized areas;
- Discourtesy to co-workers, customers, or visitors

Employment with ECSOE is at the mutual consent of ECSOE and the employee, and either party may terminate that relationship at any time, with or without cause, and with or without advance notice.

## 702 Drug and Alcohol Use

It is ECSOE's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on ECSOE or client work sites and while conducting business-related activities of ECSOE on client work sites, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

Employees with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with their supervisor or the Office Manager at ECSOE to receive assistance or referrals to appropriate resources in the community.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify ECSOE of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the Office Manager at ECSOE without fear of reprisal.

## **703 Sexual and Other Unlawful Harassment**

ECSoE is committed to developing a work environment free of unlawful discrimination and harassment. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, ECSoE expects that all relationships among persons in the office will be businesslike and free of bias, prejudice, and harassment.

### **Equal Employment Opportunity**

It is the policy of ECSoE to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, age, disability, marital status, citizenship, or any other characteristics protected by law. ECSoE prohibits any such discrimination or harassment.

### **Definitions of Harassment**

Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purpose of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; improper use of E-mail or voice mail; verbal abuse of a sexual nature; comments about an individual's body, sexual prowess or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display in the workplace of sexually suggestive objects or pictures including screen savers or improper e-mails or attachments; and other physical, verbal, or visual conduct of a sexual nature.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that disparage or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, national origin, age, disability, marital status, citizenship, or any other characteristic protected by law or that of his/her relatives, friends, or associates, and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; derogatory jokes; and written or graphic material that disparages or shows hostility or aversion toward an individual or group, or that is placed on walls or elsewhere on the employer's premises or circulated in the workplace.

Individuals found to be performing such harassing conduct will be subject to disciplinary action, up to and including termination.

### **Individuals and Conduct Covered**

These policies apply to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to ECSOE (e.g., an outside vendor, consultant, or customer).

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

### **Retaliation Is Prohibited**

ECSOE encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of ECSOE to investigate such reports. ECSOE prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

### **Reporting an Incident of Harassment, Discrimination, or Retaliation**

ECSOE encourages reporting of all perceived incidents of discrimination, harassment, or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of harassing conduct should discuss their concerns with their immediate supervisor or any member of ECSOE Office Manager.

In addition, ECSOE encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. ECSOE recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures.

### **Complaint Procedures**

If for any reason an individual does not wish to address the offender directly or if addressing the offender does not successfully end the offensive conduct, the individual should notify his/her immediate supervisor or a member of ECSOE Office Manager. In addition, there may be instances in which an individual seeks to discuss matters only with one of ECSOE designated representatives, and such discussion is encouraged.

An individual reporting harassment, discrimination, or retaliation should be aware however, that ECSOE may find it necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual.

As noted above, individuals who believe they have been the victim of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or any member of ECSOE Office Manager.

ECSOE encourages the prompt reporting of complaints or concerns so that rapid and corrective action can be taken before relationships become irreparably damaged. Therefore, while no fixed reporting period has been established, early reporting and

intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination, or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Retaliation against an individual for reporting harassment or discrimination or for participation in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination. Acts of retaliation should be reported immediately and will be investigated and corrective action taken promptly. Corrective action may include retraining, referral to counseling, disciplinary action up to and including termination, withholding of a promotion or pay increase, reassignment, or temporary suspension without pay as deemed appropriate under the circumstances.

If a party to a complaint does not agree with its resolution, that party may appeal to ECSOE's president.

### **Confidentiality**

ECSOE will make all reasonable efforts to maintain the confidentiality of all parties involved in a harassment investigation. Confidentiality, however, cannot be guaranteed. For example, some details or identities may need to be revealed in order to fully investigate the harassment complaint.

### **False Claims of Sexual Harassment, Retaliation, and Discrimination**

In order to cover all possibilities of misconduct, ECSOE reserves the right to discipline employees who have falsely accused another of sexual harassment, retaliation, and discrimination. This does not mean that a complaint will be considered false solely because it cannot be corroborated.

### **Conclusion**

ECSOE has developed this policy to ensure that all its employees can work in an environment free from harassment, discrimination, and retaliation. ECSOE will make every reasonable effort to ensure that all necessary persons are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should communicate with the Operations Manager of ECSOE.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of ECSOE prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges, and prerequisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

## 704 Attendance and Punctuality

Each employee contributes to ECSOE's ability to conduct its business and to deliver outstanding service to its customers. The employee's absence from work, including late arrival and early departure, affects both your work and the work of others. Employees are expected to report to work when scheduled and to regard good attendance as a component of overall performance.

When it is necessary for employees to be absent from work, they should notify the School Director as far in advance as possible but no later than 5:30 A.M. on the day they will be absent. If personal circumstances necessitate that an employee arrives late or leaves work early, the employee should obtain prior written approval from the School Director using the appropriate forms provided by administration.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination.

### Corrective Action:

| <u><b>Absence</b></u> | <u><b>Tardiness</b></u> | <u><b>Progressive Counseling and Discipline</b></u> |
|-----------------------|-------------------------|-----------------------------------------------------|
| 7 Days                | 7 Occurrences           | Verbal warning                                      |
| 8 Days                | 8 Occurrences           | Written warning and counseling                      |
| 9 Days                | 9 Occurrences           | Final written warning and improvement plan          |
| 10 Days               | 10 Occurrences          | Further corrective action or termination            |

- **Note:** After six consecutive months with no unscheduled absences or occurrences of tardiness, the progressive occurrences of tardiness will be tracked on an ongoing basis commencing with the month in which the next unscheduled absence or tardiness occurs. At the seventh occurrence of unscheduled absence or tardiness, the progressive counseling and discipline process begins again.

### Notification Procedures

ECSOE realizes that unavoidable absenteeism or tardiness will occur. It is the employee's responsibility to notify their supervisor as soon as the employee knows they will be absent or tardy. An employee who is absent without prior notification and who fails to report the absence to their supervisor by 5:30 A.M. the day of the absence, or an employee who leaves early without prior notification to their supervisor, will be counseled beginning with the second such instance:

|                          |                                                   |
|--------------------------|---------------------------------------------------|
| First failure to report  | Written notice                                    |
| Second failure to report | Final written warning and counseling              |
| Third failure to report  | Corrective action up to and including termination |

If an employee is absent for three consecutive workdays without notification, it will be considered that the employee has decided to voluntarily terminate employment with ECSOE. The employee's personnel record will show that he or she quit without notice. Employees electing to leave ECSOE in such a manner will not be eligible for rehire.

## **705 Return of Property**

Employees are responsible for all ECSoE property, materials, and written information issued to them and in their possession or control. Employees must return all ECSoE property immediately upon request or upon termination of employment. Where permitted by applicable laws, ECSoE may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. ECSoE may also take all action deemed appropriate to recover or protect its property.

## **706 Resignation**

Resignation is a voluntary act initiated by the employee to terminate employment with ECSoE. Although advance notice is not required, ECSoE requests that the employee give two weeks advance notice in writing. If an employee does not provide advance notice as requested, the employee will lose accrued and unused vacation time.

Prior to an employee's departure, an exit interview may be scheduled to discuss the reasons for resignation and the effect of the resignation on benefits.

Teaching requires continuous growth in order to engage increasingly diverse students in a rapidly changing world. Teachers are never "finished" as professional learners, no matter how excellent their formal preparation.

Schools must give particular attention to the early years of each teacher's career but must not overlook mid-career and veteran teachers in our journey as life-long learners. Performance levels and standards are appropriate for acknowledging experience, setting expectations, as well as for the growth of professional educators throughout their careers. Lead Teachers, mentors and master level teachers also benefit from the professional evolution that occurs as part of the growth process.

The *Eunoia Charter School of Excellence Professional Staff Development Plan* is designed to assist all teachers as well as instructional leaders in a support and growth program, as well as *all* teachers seeking to grow professionally in their careers. Standards for beginning, mid-career and master level teachers are framed in the different Performance Levels, allowing teachers to see the scale as they grow and work toward advanced skills level teacher status.

The framework for assessing teaching performance is organized around six interrelated categories of instructional practice. The six standards include:

- Planning and Designing Instruction for all Students
- Teaching and Engaging All Students in Learning
- Assessing Teaching and Learning
- Creating and Maintaining Effective Learning Environments
- Developing as a Professional Educator
- Communicating for Effective Understanding



**Goal Statement**

Eunoia Charter School of Excellence believes in the development and training of our staff and works with each teacher and instructional support staff to cultivate a skills set essential in the transition toward advanced skills level for teachers. This plan, which includes a model for support and mentoring of entry level teachers, goal setting and outcome measurement, facilitates growth and understanding in instructional best practices.

**Specific Objectives**

- Provide support by assigning a mentor to entry level teachers to help develop teaching performance;
- Provide clear performance expectations, through support and modeling, for entry level teachers, as well as all teachers on an individual and as-needed basis;
- Provide a professional network of support and modeling to prevent attrition and burn out for teachers of high-needs children;
- Encourage teacher self-reflection in instructional strategies and classroom management;
- Encourage on-going professional growth of all staff not only to develop a life-long commitment to learning, but also because each member of the team serves as a model to entry level teachers;
- Promote the development of professional portfolios for all teachers;
- Promote the overall personal and professional well-being of teachers through detailed orientation and staff development programs;
- Provide professional supervision, support and constructive feedback to each teacher as they grow professionally; and
- Provide instructional support in our design as a data-driven and standards-based school through an Academic Achievement Coordinator who will meet at least monthly with all instructional staff to facilitate understanding of the assessment process, using data to drive instruction and designing instructional strategies and programs aligned with state standards toward growing student achievement.

**Mentor Selection**

As Eunoia Charter School of Excellence matures, a pool of accomplished teachers will be selected and trained to serve as mentors to beginning, entry level teachers. Through administrative and colleague recommendations, as well as individual interest, the selection of mentor teachers will entail careful consideration of recommendations and analysis of qualifications each candidate brings to the process. Mentors will be assigned by the Director in accordance with the process and timeline after completion of the Internship and Mentor Process.

### **Teacher Performance Assessment Process**

- All teachers will complete a self-assessment setting goals and outcomes for the instructional year; a rubric will be provided to assist in developing appropriate goals;
- The Director will observe each teacher in a formal classroom setting a minimum of two times during the instructional year;
- Each classroom observation will consist of a pre-observation and post-observation session between the entry level teacher and the Director;
- Each classroom observation will culminate with a written summative assessment detailing the entry level teacher's strengths, as well as areas for growth; the Director will outline each point and, with the input and cooperation of the teacher, set strategies and goals for developing the teaching performance;
- A hierarchical organization within Eunoia Charter School of Excellence staff provides for a leadership team, including lead teachers, to work with teachers in understanding and implementing processes and procedures within the curriculum and serve as a network of support in the instructional process;
- All Eunoia Charter School of Excellence teachers will be given, and will be expected to sign, the teacher commitment form, a component of the Eunoia Charter School of Excellence Family Commitments, detailing teacher expectations. The Eunoia Charter School of Excellence Family consists of teachers, staff, parents, students and community partners. Each subgroup has a separate set of commitments as part of its responsibilities in successful student learning;
- Each teacher will be assigned to a Professional Development team to network and reflect on best practices, challenges and successes within the instructional process. Each team will include experienced teaching staff to ensure varying perspectives;
- Each Eunoia Charter School of Excellence instructional staff member is provided with ongoing professional development training throughout every instructional year. Development consists of one (1) week of training immediately prior to the beginning of the school year, five (5) days spread throughout the instructional year, as well as time built within each instructional day and staff meetings.
- All teachers participate in an intensive curriculum development and learning environment training prior to the start of the school year;
- The Director will conduct orientation programs for beginning and new teachers at the start of each instructional year, detailing and explaining expectations, policies and procedures; and
- Mentors and Lead Teachers will be provided adequate time to observe the entry level teacher in a classroom setting.

### Timeline of Activities within Professional Development Plan

| <b>Timeframe</b>                           | <b>Activity</b>                                                                                                                                                                                                               | <b>Descriptors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>□ Spring / Early Summer</b>             | <b>□</b> Establishment of Professional Development Needs for upcoming school year to incorporate within Student Achievement and Accountability Plan<br><b>□</b> Development of calendar for summer in-service and conferences | <b>□</b> Recruitment, selection and training of mentors and lead teachers occurs<br><b>□</b> Entry level teachers meet with Administration for explanation and signing of contract<br><b>□</b> Entry level teachers meet with Director<br><b>□</b> Entry level teachers tour building and community<br><b>□</b> Leadership Team training occurs<br><b>□</b> All Teachers meet Mentors / Lead Teachers<br><b>□</b> Official letter sent to Mentors / Lead Teachers |
| <b>□ Late Summer –Week Prior to School</b> | <b>□</b> Formal Orientation implemented and overview of instructional program changes/updates provided<br><b>□</b> Professional Staff Training                                                                                | <b>□</b> Orientation includes Director, Mentors, Lead and Entry level teachers<br><b>□</b> Administration joins instructional staff for intensive instructional training on identified best practices and strategies for use during school year                                                                                                                                                                                                                   |
| <b>□ First Week of School</b>              | <b>□</b> Transition<br><b>□</b> Growth and Performance Assessment                                                                                                                                                             | <b>□</b> General faculty, grade level and team meetings occur<br><b>□</b> Director meets with teachers to review, reiterate, guide and plan school year meetings<br><b>□</b> Teachers meet with Director for introduction to assessment framework and professional goal setting                                                                                                                                                                                   |
| <b>□ On-going First Quarter</b>            | <b>□</b> Guide and Support                                                                                                                                                                                                    | <b>□</b> Director meets with teachers, grade level staff and Administration to review and discuss general procedures and support within assessment process<br><b>□</b> Director and instructional staff discuss observation and evaluation process<br><b>□</b> Team work continues<br><b>□</b> Director meets with teachers for goal setting/personal                                                                                                             |

|                                                                                        |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        |                                                                                                                                                                                                                                     | <p>development plan</p> <ul style="list-style-type: none"> <li>Needs Assessment Survey for new staff implemented</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li><b>On-going through School Year</b></li> </ul>  | <ul style="list-style-type: none"> <li>Coaching and Staff Development</li> <li>Observations/Conferences</li> <li>Coaching and Modeling</li> <li>Teacher in-service and development</li> <li>Mentor and Coaching Meetings</li> </ul> | <ul style="list-style-type: none"> <li>Teachers continue on-going work with Academic Achievement Coordinator in driving and improving instruction</li> <li>Observation and evaluation process of teachers implemented that includes a minimum of two classroom observations</li> <li>Entry level teacher observe Mentors and other teachers</li> <li>Coaching and mentoring takes place for both New and Experienced Staff</li> <li>On-going and frequent meetings take place between Teachers with Mentors and Lead Teachers</li> </ul> |
| <ul style="list-style-type: none"> <li><b>Last Quarter of Academic Year</b></li> </ul> | <ul style="list-style-type: none"> <li>Summative Evaluations</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>Director and Entry level teacher Conference occurs</li> <li>Entry level teacher Assessment Survey administered</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

## **Eunoia Charter School of Excellence Instructional Performance Standards**

The following areas will be used to assess teaching performance and used in conjunction to the performance assessment tools presented each instructional staff at the start of the school year.

### ☐ **Planning**

- Teacher establishes appropriate instructional goals and objectives;
- Plans instruction based upon a knowledge of subject matter, students, the community and curricular goals; and
- Plans instructional opportunities that are adapted to diverse students.

### ☐ **Teaching Strategies**

- Teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful;
- Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills; and
- Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

### ☐ **Assessment and Evaluation**

- Teacher uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions;
- Communicates student status and progress to students, their parents and appropriate others;
- Reflects on teaching practice by continually evaluating the effects of instruction; and
- Evaluates student performance and determines the amount of progress.

### ☐ **Learning Environment**

- Teacher creates a learning climate that supports the development of student abilities; and
- Manages classroom resources effectively.

### ☐ **Professional Growth**

- Teacher collaborates with colleagues and appropriate others;
- Engages in professional development; and
- Performs professional responsibilities efficiently.

### ☐ **Communication**

- Teacher uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and other stakeholders; and
- Writes clearly and correctly.

### **Nature of Employment**

Employment with Eunoia Charter School of Excellence is defined as employment at will, and employees are free to resign at will at any time, with or without cause. Similarly,

Eunoia Charter School of Excellence may terminate the employment relationship, with or without cause, so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be constructed to constitute contractual obligations of any kind between Eunoia Charter School of Excellence and any of its employees. The provisions of the handbook have been developed by management and, except for its policy of employment-at-will, may be amended at any time, at the sole discretion of Eunoia Charter School of Excellence.

These provisions supersede all existing policies and practices and may not be amended or added to with or without the express written approval of the president of Eunoia Charter School of Excellence.

### **Equal Employment Opportunity**

To provide equal employment and advancement opportunities to all individuals, employment decisions at Eunoia Charter School of Excellence will be based on merit, qualifications, and abilities. Eunoia Charter School of Excellence does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, or any other characteristic protected by law.

Eunoia Charter School of Excellence will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

If you have questions or concerns regarding discrimination in the workplace, you are encouraged to bring these issues to the attention of the School Director or Office Manager at Eunoia Charter School of Excellence. Employees can raise concerns without fear of reprisal. If an employee is found to be engaged in any type of unlawful discrimination, he/she is subject to disciplinary action, up to and including termination of employment.

### **Hiring of Relatives**

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Relatives may be hired only with the approval of Eunoia Charter School of Excellence Board and employment in the organization may only occur in a different department.

### **Immigration Law Compliance**

Eunoia Charter School of Excellence is committed to employing only United States citizens and legal aliens who are authorized to work in the United States. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the same process as new employees.

The I-9 can be completed by the employee prior to their first day of work but federal law requires that this form be completed no more than three days after the employee starts employment. Failure to complete this form will cause a non-employment status with Eunoia Charter School of Excellence and they will be ineligible to be paid.

### **Conflicts of Interest**

All employees are expected to conduct business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of Eunoia Charter School of Excellence. Business dealings that appear to create a conflict between the interests of Eunoia Charter School of Excellence and an employee are unacceptable. Employees who are employed in other employment or business initiatives must disclose these to the School Director or Human Resources, so that Eunoia Charter School of Excellence may assess and prevent potential conflicts of interest from arising.

An actual or potential conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of Eunoia Charter School of Excellence's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

The mere existence of a relationship with outside firms does not create a conflict of interest. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of Eunoia Charter School of Excellence as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Eunoia Charter School of Excellence does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Eunoia Charter School of Excellence. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

### **Non-Disclosure**

The protection of confidential business information and trade secrets is vital to the interests and the success of Eunoia Charter School of Excellence. Such confidential information includes but is not limited to the following examples:

- Compensation data
- Computer processes
- Computer programs and codes
- Financial information
- Labor relations strategies
- Marketing strategies
- New materials research
- Research and development strategies
- Scientific data and formulae
- Scientific prototypes
- Student information
- Technological data
- Technological prototypes

Employees who are exposed to confidential information may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information may be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

**Disability Accommodation**

Eunoia Charter School of Excellence is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Employees with questions or seeking more information on the Americans with Disabilities Act are encouraged to contact the Office Manager at Eunoia Charter School of Excellence. Employees may raise questions or complaints about the Americans with Disabilities Act compliance without fear of reprisal.

**Eunoia Charter School of Excellence Career Descriptions****Curriculum Director**

The curriculum director acts as a personnel development specialist, training teachers who will use the selected academic resources. He/she mentors teachers as they learn about new educational programs. The curriculum director must keep current on technology and related software and understand how it can apply to students from kindergarten through middle school. This can involve specific educational software, such as math-related programs or programs designed to teach a particular skill. The curriculum director must assess how well a particular school program conforms to established regulations and standards. If a school is not reaching desired goals in a specific area based on assessment or performance data, the curriculum director may evaluate the curriculum and the



teachers using tools such as classroom observation and teacher or student surveys. These supervisory duties may be shared with school administrators.

The Curriculum Director will:

- ▶ Work closely with Eunoia Charter School of Excellence staff to support and monitor their growth and professional development
- ▶ Oversee the implementation of academic/instructional program improvements
- ▶ Facilitate and support use of Core Knowledge Reading as the school's reading model as it aligns with Eunoia Charter School of Excellence's integrated projects based curriculum
- ▶ Promote Eunoia Charter School of Excellence's integrated projects based curriculum as the main vehicle in teaching children
- ▶ Work with teachers and instructional staff to ensure understanding and effective implementation of the integrated projects based model
- ▶ Work with administration on program refinement, curricular mapping, Core Knowledge integration and implementation, and school accountability
- ▶ Evaluate academic information quickly and effectively
- ▶ Direct and oversee yearly standardized testing, including (but not limited to) NWEA and ISTEP+
- ▶ Use assessment data and progress monitoring to accurately and regularly assess the overall fidelity of instruction at ECSoE
- ▶ Disaggregate assessment data for purposeful school-wide use
- ▶ Use strong analytical skills to evaluate the effectiveness of curriculum and instruction
- ▶ Report quarterly to the school board on academic progress
- ▶ Act as reserve administrator in the absence of the school director

Communication:

- ▶ Organize, coordinate, and review the teacher-instructional assistant weekly communication process
- ▶ Communicate school reading and pedagogy issues with the school director
- ▶ Conduct regular reading meetings with specific goals and full participation by teams, teachers, and instructional assistants
- ▶ Serve, in coordination with the school director and leadership team, as a problem solver in all matters affecting the integrated projects based instruction as it relates to core subject matter
- ▶ Provide the instructional leadership necessary to develop proficiency in the teaching of mathematics and success in the implementation of the mathematics curriculum within the scope of the integrated curriculum
- ▶ Be willing to participate in reading and math professional development sessions and to visit sites that have successfully implemented an integrated curriculum, in conjunction with Everyday Math and Core Knowledge Reading
- ▶ Disseminate school's academic/curricular information and updates to the staff
- ▶ Communicate with curriculum coordinators at other ECSoE/ISE schools to share ideas, problem-solve, and support one another
- ▶ Coordinate activities and disseminate information and materials that provide parents with opportunities to learn about their role in their children's development as readers
- ▶ Coordinate workshops and events, and disseminate information to provide the community with opportunities to support the school's implementation of reading program
- ▶ Coordinate local, state, and school benchmark reading assessments by organizing, distributing, and explaining the assessment and scoring process to reading teachers
- ▶ Coordinate school's implementation with special program concerns such as bilingual programs, ELL, inclusion, differentiation of instruction, and students with special needs.
- ▶ Assist in providing Multidisciplinary Education Team (MET) through the Building Support

Committee (BSC) and RTI process.

Requisites:

- ▶ Experience with the integrated curriculum and projects based learning, Core Knowledge Sequence and Core Knowledge Schools
- ▶ Master's degree; preferably in a K-8 subject area (i.e., mathematics, chemistry, literature, history, etc.) and curriculum development
- ▶ Appropriate Indiana State teacher and/or administrator certification (or eligibility for certification)
- ▶ Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.)
- ▶ 5-7 years of successful academic experience in the field of K-8 curriculum with performance ratings that indicate a high level of proficiency
- ▶ Positive references from all places of prior employment
- ▶ Willingness to specialize in the use and presentation of 21st century skills and interdisciplinary education
- ▶ Desire for professional development and matriculation in the field of school administration

**Business Manager**

The Business Manager (BM) is a key member of the school's leadership team. He or she is an individual with varied business experience who pays keen attention to detail. The BM is an exempt employee who oversees, indirectly, the school secretary and nurse.

Financial Responsibilities:

- ▶ Must have comprehensive financial knowledge and skills.
- ▶ Manages banking, petty cash, purchasing, payables, fixed asset, and payroll functions for school site(s).
- ▶ Follows all payable procedures as established by the school's headquarters finance department
- ▶ Accountable for gathering, interpreting, and disseminating short-term and long-term budget information to the School Director and Accountants
- ▶ Maintains frequent and timely communication with school director and accountant regarding all aspects of accounts payable and receivable
- ▶ Must participate in discussion of management estimates
- ▶ Submits regular reports to all accountability agents as required.
- ▶ Ability to write reports (word processing and spreadsheets using QuickBooks and MS Excel) and business correspondence

Business Administrative Responsibilities:

- ▶ Establishes the business operations of the start-up office (includes procurement, receiving/distribution, and payment procedures, vendor relationships, district/charter relationships, and reporting structures)
- ▶ Acts as liaison between teaching and administrative staff and appropriate human resources and payroll entities
- ▶ Reports any worker compensation, property, or liability claims to appropriate insuring party
- ▶ Responsible for booking travel for teachers
- ▶ Responsible for overseeing inventory of all curriculum materials (by classroom) and furniture in conjunction with curriculum coordinators

#### Leadership Responsibilities:

- ▶ Meets regularly with site leadership team, teaching, and administrative staff to determine the supplies and services needed in relation to budget and financial capabilities of the school
- ▶ Shares leadership skills and knowledge with other BSMs and may participate in national training sessions
- ▶ Interacts with internal contacts such as school staff and school director to develop local policies and procedures, discuss ideas for new programs, and serve as a point of reference on inquiries and problems associated with the operations of the school
- ▶ Interacts with external contacts such as charter management and financial and other outsourced vendors, federal, state, local government and private funding organizations, consultants, and community leaders.

#### **Facilities Responsibilities:**

- ▶ Establish and maintain personnel and/or services for all facility-related matters including maintenance, rubbish collection, security services, fire-alarm maintenance, emergency generator maintenance, elevator maintenance, pest control, and office machine rentals in conjunction with school director
- ▶ Ensure procedures are in place for preventative maintenance program, asbestos management plan, OSHA compliance plan, building evacuation plan, and federally mandated programs
- ▶ Coordinate communication of policy and procedures of maintenance standards and risk management with school director and staff.

#### **School Secretary**

The Eunoia Charter School of Excellence school secretary will play a key support role within the school's operations. He or she will serve as the focal point for communication by mail, telephone and in person. The school secretary will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the school secretary must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the school secretary as representative of the school's. He or she must be flexible, personable, able to communicate the school's mission and vision, and possessed of the same core values that are part of Eunoia Charter School of Excellence.

#### The school secretary will:

- ▶ Act as a school's representative
- ▶ Create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
- ▶ Greet and announce all school visitors appropriately
- ▶ Use proper telephone etiquette and direct calls appropriately to school staff
- ▶ Provide needed assistance and communicate effectively with school director and all school staff
- ▶ Be attentive, patient and fair with students
- ▶ Treat parents as valued and respected customers
- ▶ Be knowledgeable about school as well as the school community; be familiar with key school personnel, school board members and/or district personnel
- ▶ Maintain all school records, including school schedule, student waitlist, enrollment process, attendance records, and school calendar
- ▶ Be responsible for recording, tracking and following up on student tardiness, excused

- absences and unexcused absences and providing this information to the SSM, as required
- ▶ Provide and/or manage standard school operations, including, but not limited to:
  - ▶ Student entrance/exit procedures
  - ▶ Safety and emergency procedures/guidelines
  - ▶ Distribution of student medication, in absence of nurse and understand the local legislation concerning such distribution
  - ▶ Correspondence and schedule for school director
  - ▶ Business related processes as assigned by school director and/or business services manager (purchasing/expenses, invoices, shipping and receiving, etc.)
  - ▶ School newsletter
  - ▶ Coordination of volunteer hours/participation
  - ▶ Responsibility for all voicemail administration including setting up new mailboxes and changing school voicemail greeting for vacations, snow days, etc.
  - ▶ Maintain school directory and updates to phone tree

Requirements:

- ▶ High school or equivalency diploma or higher
- ▶ Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs
- ▶ At least three years of experience in office management or in a secretarial position

### **Middle School Teachers**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)

- At least two years of classroom experience with a satisfactory rating
- Willingness to specialize in a subject area
- Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- Positive ratings by three prior employers, with one being a direct supervisor
- Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

ECSOE holds high expectations for teachers. Following is a description of qualities that successful teachers of English as a second language embody. If the school has only one school-wide English as a second language (ELL) teacher, that person also carries the responsibilities listed in the ELL coordinator job description. When a school has two or more ELL teachers, one of them assumes the coordinator responsibilities. In either case, it is important to realize that the coordinator responsibilities listed in the ELL coordinator job description are in addition to the role laid out in the ELL teacher job description.

Curriculum:

- Demonstrate a strong understanding of Core Knowledge in order to integrate topics into classroom instruction when appropriate
- Provide ongoing support for both teachers and students in school's classrooms
- Are creative problem solvers for the central difficulties faced by students who are acquiring English and for keeping track of these students' individual progress
- Are knowledgeable in the core processes, skills, and content of all curriculum areas, as expressed in the general job descriptions for Primary, Elementary, Junior, and high school teachers

Instruction:

- Understand, implement, and support an inclusion model for students identified as having special needs
- Provide strategic direct instruction for students acquiring English, one-to-one or in small groups, within the classroom or through time-limited pull-asides
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted
- Establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers
- Integrate a process approach to writing across all disciplines
- Demonstrate the ability to teach math concepts with manipulatives
- Use cooperative-learning strategies for both instruction and classroom management
- Develop and use rubrics for instruction as well as assessment
- Use technology tools for instruction, planning, and communication
- Are eager to learn new uses and applications of technology tools

Assessment:

- Possess organizational skills for keeping track of students in different settings, for ELL compliance paperwork and related activities

- ▶ Assist in the ongoing assessment process to determine each student's status, which includes and is not limited to identification of ELL candidates, rights to ELL instruction; sheltered classroom instruction
- ▶ Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals
- ▶ Administer and evaluate performance assessments as required by the academies served
- ▶ Develop and use rubrics for evaluating student products
- ▶ Establish and involve students in the development of their portfolios

#### Classroom Management:

- ▶ Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

#### Professional Responsibilities:

- ▶ Partners with colleagues, working together with classroom and "specials" teachers to make the school's learning environment increasingly effective, so that students acquiring English as a second language are active, successful learners with equal access to all curriculum
- ▶ Contribute to increased instructional clarity, feedback, and opportunities for practice across the school's learning environments (classrooms, extended core, hallways, lunch, playground, instructional assistants etc.)
- ▶ Comply with federal, state, and local regulations governing students acquiring English
- ▶ Contribute to strengthening school-wide supports for all students
- ▶ Write, implement, and evaluate their own professional development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional development plans of colleagues

#### Professional Relationships:

- ▶ Possess people skills for working collaboratively with colleagues and in active partnerships with parents and community resource personnel
- ▶ Work in teams to plan, problem-solve, and support one another on a daily basis
- ▶ Understand the school's design of local governance and actively participate in school activities and committees
- ▶ Plan regularly with classroom colleagues, following up with supportive teaching materials and strategies for working with students acquiring English
- ▶ Provide colleagues with information, strategic modeling, instructional materials, and professional development activities that maximize classroom effectiveness provided for students acquiring English
- ▶ Openly and eagerly share expertise at all levels

#### Family Involvement:

- ▶ Are the primary support link to the parents of students acquiring English
- ▶ Develop family-school relationships that foster the academic and social development of the child
- ▶ Invite parent/guardians to be partners in their child's education
- ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email

#### School Community:

- ▶ Create a sense of community and belonging for the students in their school

- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals.

Requirements:

- BS degree (MS degree preferred)
- Certification in ELL or TESOL or ESOL or ELD
- Experience working with students acquiring English
- Evidence of expertise teaching students acquiring English as a second language
- Positive professional recommendations

Additional school Specific Qualifications:

- Depth of practical knowledge and skill regarding the academic and social-emotional needs of students acquiring English
- Creativity, flexibility, and perseverance for working with students acquiring English, as well as with interactions with their parents
- Creativity, flexibility, and perseverance with student learning and instructional delivery methodologies

**Guidance Counselor**

The Eunoia Charter School of Excellence Student Support Manager (SSM) leads a school-wide approach to identifying, securing and coordinating resources that ensure success for every child. Eunoia Charter School of Excellence categorizes this support into four main areas: attendance, the GEI, parent and volunteer involvement, and community connections.

The student support manager ensures direct support for students, the inclusion of parents through partnership, and the integration of services to children. Specifically, the student support manager should:

Attendance:

- Work in collaboration with the office staff and teachers to maintain records of attendance trends
- Oversee school-wide attendance incentive programs
- Work directly with team teams, individual teachers, and families to ensure attendance of every child
- Apply his or her clinical experience directly to students, provide leadership to the GEI Team, and guide the development and implementation of initial and ongoing referral, coordination, and follow-up of a variety of services for children needing additional support
- Provide direct services to students and teachers based on the referral process and on the student support manager's own background and experience
- Maintain GEI records, such as referral date and documentation of student support services and interventions
- Work with school director in compilation and design of school newsletter
- Work in collaboration with Special school's colleagues to coordinate support services for students and communication with parents regarding student needs
- Provide appropriate follow-up to ensure that students' needs are being met and act as a point of contact for outside organizations working with students and their families

Parent and Volunteer Involvement:

- Design and oversee opportunities for involving parents, guardians, and volunteers in the

life of the school; establish a forum for publicizing ways that parents/volunteers can be involved in the school; ensure that all parents are informed of relevant issues; evaluate effectiveness of parental involvement and volunteer programs; and strive for continuous improvement of parent relations

- ▶ Design parent involvement programs such as parent orientation and training, family fun and parent/student activities to support school goals
- ▶ Work collaboratively with teachers to create workshops and activities that support classroom instruction

#### Community Connections:

- ▶ Serve as a liaison between the school and local community
- ▶ Coordinate and oversee the interactions of community organizations with school's staff, students, and families to ensure that no student falls through the cracks
- ▶ Determine the needs and interests of the school's community and present options to the school advisory council that best reflect the desires of the school community
- ▶ Develop connections with community businesses and organizations such as the Junior League, neighborhood associations, local universities, the city council, and the community service departments of local law firms, hospitals, chambers of commerce, and corporations
- ▶ Form a consortium of service providers to deliver a wide variety of services to the school's community based on determined school and student needs
- ▶ Seek opportunities for student service in the community and work closely with the faculty to design and coordinate a school-wide student service program

#### Requirements:

- ▶ Appropriate bachelor level degree
- ▶ Clinical experience with at-risk children in capacity of social worker, psychologist, counselor, or similar role
- ▶ Personal initiative and desire for responsibility
- ▶ Strong communication skills; ability to work collaboratively with teachers/staff
- ▶ Leadership capacity
- ▶ Familiarity with the local community

#### Highly Desirable:

- ▶ Master's degree in clinical or school psychology or school adjustment counseling
- ▶ Experience in developing and managing community-based initiatives or school-business partnerships
- ▶ Teaching experience

#### **Instructional Assistants**

Instructional assistants work with individual students, primarily those in the first grade, to provide them with support in reading. In addition, instructional assistants:

#### Curriculum:

- ▶ Demonstrate a strong understanding of the Core Knowledge Sequence and the Core Knowledge Early Reading Program
- ▶ Understand and show knowledge in the core processes, skills, and content of reading and its relationship to listening, speaking, and writing
- ▶ Understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills
- ▶ Know and support, through instruction and modeling, the school's core values: wisdom, justice, courage, compassion, hope, respect, responsibility, integrity



- Understand and explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

#### Instruction:

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school
- Support reading instruction using the structured instructional assistants' process in the school's program
- Follow a structured format with multiple components (successful implementation of the instructional assistants program is predicated on the thoughtful use of all of its components)
- Understand and use the program as it is written
- Use technology tools for instruction, planning, and communication
- Are eager to learn new uses and applications of technology tools

#### Assessment:

- Assist in the organization and administration of initial and interim assessments
- Collaborate with classroom teachers to develop student Individual Instructional Plans (IIP) about each student, with focused comments on important aspects of a student's progress, and clearly identified goals for further progress in the area of reading

#### Classroom Management:

- Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate
- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

#### Professional Relationships:

- Work in teams with other instructional assistants and classroom teachers to plan, problem solve and support one another on a daily basis
- Understand the school's design of local governance and actively participate in activities and committees
- Openly and eagerly share expertise at all project levels
- Communicate with their students' reading teachers on a weekly basis

#### Professional Responsibilities:

- Write, implement, and evaluate their own professional development plans
- Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- Support the professional development plans of colleagues
- Assist in the organization of reading materials

#### Family Relationships:

- Communicate with their students' parents on a regular basis

#### Requirements:

- A minimum of two years of college is required and/or evidence of having passed the appropriate state assessment for Instructional Assistants
- Positive references from all previous places of employment
- Willingness to work within a structured curriculum

## **Language Arts**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

### Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

### Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

The Eunoia Charter School of Excellence Middle school reading/language arts program focuses on building reading comprehension and writing skills, and increasing vocabulary through the integrated projects based curriculum. It uses a variety of literature genres to stress thinking skills and pleasure and purpose in reading, extracting content within and through the thematic units.

Middle school reading/language arts teachers should demonstrate understanding of the

Core Knowledge Sequence within the humanities and should exemplify the qualities expected of the general teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, reading/language arts teachers should:

Curriculum:

- ▶ Demonstrate a strong understanding of the reading process, particularly strategic reading, and the instruction of comprehension and vocabulary skills
- ▶ Demonstrate an understanding of listening comprehension and a willingness to read aloud to students
- ▶ Demonstrate understanding of all elements of the middle / high school level reading program built around prediction, summarizing, decoding practice, vocabulary development, and story-related writing
- ▶ Implement the Core Knowledge English topics (Grades 6-8) as prescribed in the Core Knowledge Sequence
- ▶ Demonstrate the use of prompts and rubrics for both reading comprehension instruction and story-related writing
- ▶ Understand the writing process, from prewriting activities through publishing, and the standard conventions of grammar, punctuation, and form

Instruction:

- ▶ Teach middle school reading according to the lesson plan structure and schedule at the school

Middle school teachers:

- ▶ Demonstrate proficiency with the integrated projects based curriculum and the Core Knowledge Sequence
- ▶ Demonstrate use of reading comprehension lessons to focus skill development
- ▶ Demonstrate and model cooperative-learning for both instruction and classroom management
- ▶ Demonstrate and model instructional strategies that support reading skills and literacy
- ▶ Develop reading comprehension skills through literature and nonfiction text
- ▶ Use the structural supports of writing workshop: status of the class, mini-lessons, student writing and conference time, and group sharing to manage writing instruction
- ▶ Design writing instruction and activities to match unique needs of students, as evidenced by current skill levels in student work, and to integrate with instruction in character and ethics and social science
- ▶ Provide daily opportunities for students to write—in journals, during partner writing activities (daily meaningful sentence writing for vocabulary building, for example), or as formal assignments for assessment in class or as homework
- ▶ Maintain permanent student writing folders to monitor student progress and to ensure students write in a variety of forms and genres
- ▶ Use prompts and rubrics in presenting student writing assignments and assessing student writing, sharing and discussing rubrics with student writers to encourage their self-assessment skills
- ▶ Demonstrate and support uses of technology as a tool for writing
- ▶ Facilitate and manage organized student discussions in response to particular text prompts to encourage the development of student speaking and listening skills
- ▶ Support school's standards and objectives through effective instruction

Assessment:

- ▶ Administer state, local, and school's interim assessments
- ▶ Monitor student progress through regular classroom assessment

- Maintain records of student progress from all assessments

### **Math**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- Implement school and district policies and procedures
- Implement the integrated projects based curriculum
- Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- Implement school's performance standards
- Collaborate with team on curriculum and student needs
- Create and work toward ongoing communication with parents
- Work on curriculum development, in addition to implementation
- Integrate technology into instructional program and demonstrate professional use
- Serve on at least one building-level committee
- Act as a coach to other teachers on the team in areas of personal expertise
- Mentor younger teachers, as needed

#### Requirements:

- Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- Appropriate Indiana State teacher certification (or eligibility for certification)
- At least two years of classroom experience with a satisfactory rating
- Willingness to specialize in a subject area
- Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

#### Additional school specific qualifications:

- Positive ratings by three prior employers, with one being a direct supervisor
- Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Middle school mathematics teachers should demonstrate the qualities expected of the general middle school teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

In addition, mathematics teachers should:

Curriculum:

- ▶ Demonstrate proficient knowledge of integrated projects based instruction
- ▶ Demonstrate proficient knowledge of the Core Knowledge Sequence
- ▶ Understand the strands, processes, and vocabulary of Everyday Mathematics
- ▶ Understand math content through senior-level math courses
- ▶ Keep current with trends, pedagogy, issues, and topics of importance in mathematics education
- ▶ Have sufficient content knowledge to be comfortable with open-ended math content in which students are actively learning math through exploration and problem solving

Instruction:

- ▶ Possess a background in teaching a hands-on math program or demonstrate an interest in and understanding of such a program
- ▶ Be comfortable in student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers through integrated projects based instruction
- ▶ Demonstrate the ability to develop a math concept with manipulatives
- ▶ Demonstrate the ability to develop a math strand through several units
- ▶ Be willing to participate in mathematics professional development sessions in order to raise the level of mathematics instruction
- ▶ Have experience or interest in integrating technology tools into the math curriculum and in modeling effective use of the computer in math instruction

Assessment:

- ▶ Administer local, state, and interim assessments
- ▶ Monitor student progress through regular classroom assessment
- ▶ Maintain records of student progress from all assessments

**Middle School Science Teacher**

Middle school science teachers should demonstrate the qualities expected of the general middle level teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, science teachers should:

Curriculum:

- ▶ Possess proficient understanding of integrated projects based instruction
- ▶ Possess proficient understanding and use of the Core Knowledge Sequence
- ▶ Possess a strong understanding of the scientific process, particularly hypothesis formation and testing
- ▶ Possess a strong understanding of the life, physical, earth, and space sciences and how to integrate them
- ▶ Demonstrate an interest in and understanding of the science program
- ▶ Keep current with issues, events, problems, or topics of importance in science

Instruction:

- ▶ Possess a strong background in and have practical experience with cooperative-learning and hands-on classroom investigations
- ▶ Use the 5Es constructivist method (engage, explore, explain, elaborate, evaluate) as the curriculum's pedagogical foundation
- ▶ Model science thinking for students, especially the skills of scientific inquiry, curiosity,

openness to new ideas and data, and skepticism that characterize science

- ▶ Pursue the integration of the mathematics and science curricula on a team-wide and school-wide basis
- ▶ Participate in regular, purposeful science pedagogy meetings
- ▶ Use technology effectively, including but not limited to computers, in science instruction
- ▶ Participate in school-wide activities such as a science fair, science museum, nature center, etc.
- ▶ Integrate writing with the science curriculum
- ▶ Help identify and arrange for the use of resources outside the school
- ▶ Be cognizant of the ethics of science and address this in instruction
- ▶ Support school's standards and objectives through effective instruction

#### Assessment:

- ▶ Administer local, state, and school's interim assessments
- ▶ Monitor student progress through regular classroom assessment
- ▶ Maintain records of student progress from all assessments

#### **Auditory Arts (Music)**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

#### Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality

educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Eunoia Charter School of Excellence music teachers should demonstrate the qualities expected of the general academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful Eunoia Charter School of Excellence music teachers embody.

Curriculum:

- ▶ Demonstrate proficient knowledge of integrated projects based instruction
- ▶ Demonstrate a strong understanding of the basic content of Eunoia Charter School of Excellence's music curriculum as outlined in the Core Knowledge Sequence
- ▶ Understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition
- ▶ Possess ability to play the recorder and piano/keyboard
- ▶ Understand processes and history of traditional instruments across a wide range of cultures
- ▶ Develop cross-curricular units connections-based lessons with team teachers and integrate music into the general curriculum
- ▶ Use technology and multimedia tools to enhance and enrich the curriculum
- ▶ Communicate knowledge of music history (American, European, and non-Western)

Instruction:

- ▶ Emphasize a connections-based approach to music instruction
- ▶ Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted
- ▶ Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- ▶ Develop and use rubrics for instruction as well as assessment
- ▶ Use technology tools for instruction, planning, and communication
- ▶ Eagerly learn new uses and applications of technology tools
- ▶ Assessment:
  - ▶ Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals
  - ▶ Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- ▶ Develop and use rubrics for evaluating student products and performances

Classroom Management:

- ▶ Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

Professional Responsibilities:

- ▶ Write, implement, and evaluate their own professional development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional development plans of colleagues

#### Professional Relationships:

- ▶ Work with colleagues to plan, problem-solve, and support one another on a daily basis
- ▶ Understand the school's design of local governance and actively participate in school activities and committees
- ▶ Openly and eagerly share expertise at all levels

#### Family Involvement:

- ▶ Develop family-school relationships that foster the academic and social development of the child
- ▶ Invite parent/guardians to be partners in their child's education
- ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email or other forms of communication

#### School Community:

- ▶ Plan and organize school and community music events, such as concerts and musician-in-residence programs
- ▶ Create a sense of community and belonging for the students in their school
- ▶ Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals
- ▶ Organize and direct the school chorus
- ▶ Organize, implement, and oversee instrumental lessons in grades 4 and above

### **Wellness Teacher (Nutrition & Physical Education)**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee



- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

#### Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

#### Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Eunoia Charter School of Excellence physical education teachers should demonstrate the qualities expected of the general academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of the qualities that successful Eunoia Charter School of Excellence physical education teachers embody.

#### Curriculum:

- ▶ Demonstrate proficient knowledge of integrated projects based learning
- ▶ Demonstrate a strong understanding of Core Knowledge in order to integrate content learning into class instruction when possible
- ▶ Emphasize movement skill, fitness and wellness, self-confidence, safety, substance-abuse prevention, and social skills as outlined in school's standards and objectives
- ▶ Utilize regular opportunities to discuss health, medicine, sports, and fitness
- ▶ Design integrated health and fitness lessons and activities in cooperation with the team

#### Instruction:

- ▶ Stress and practice basic safety procedures
- ▶ Utilize a variety of teaching styles including direct instruction, practice, self-check, guided discovery, cooperative-learning using heterogeneous teams, peer coaching, and self-teaching
- ▶ Maintain clear expectations for student behavior and achievement
- ▶ Promote a school climate of respect for oneself, for others, for physical fitness, and for achieving one's personal best
- ▶ Provide all students opportunities to be successful, including students with disabilities
- ▶ Serve as a role model for personal fitness and a healthy lifestyle

#### Assessment:

- ▶ Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals

- ▶ Administer and evaluate performance assessments toward required state and local objectives
- ▶ Develop and use rubrics for evaluating student performance
- ▶ Establish, involve, and assist students in the development of their portfolios

#### Classroom Management:

- ▶ Create and manage an intentional and responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

#### Professional Responsibilities:

- ▶ Write, implement, and evaluate their own professional development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional development plans of colleagues
- ▶ Stay current with physical fitness and health education news and research
- ▶ Attend one physical fitness and health education meeting per year

#### Professional Relationships:

- ▶ Work with colleagues to plan, problem-solve, and support one another on a daily basis
- ▶ Openly and eagerly share expertise at all levels
- ▶ Actively participate in school activities and committees
- ▶ Family Involvement:
  - ▶ Develop family-school relationships that foster the academic and social development of the child
  - ▶ Invite parent/guardians to be partners in their child's education
  - ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, email and/or other forms of communication

#### School Community:

- ▶ Create a sense of community and belonging for the students in their school
- ▶ Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

### **Science Teacher**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in

Grades 6-8:

- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Middle school science teachers should demonstrate the qualities expected of the general middle level teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, science teachers should:

Curriculum:

- ▶ Possess proficient understanding of integrated projects based instruction
- ▶ Possess proficient understanding and use of the Core Knowledge Sequence
- ▶ Possess a strong understanding of the scientific process, particularly hypothesis formation and testing
- ▶ Possess a strong understanding of the life, physical, earth, and space sciences and how to integrate them
- ▶ Demonstrate an interest in and understanding of the science program
- ▶ Keep current with issues, events, problems, or topics of importance in science

Instruction:

- ▶ Possess a strong background in and have practical experience with cooperative-learning and hands-on classroom investigations
- ▶ Use the 5Es constructivist method (engage, explore, explain, elaborate, evaluate) as the curriculum's pedagogical foundation
- ▶ Model science thinking for students, especially the skills of scientific inquiry, curiosity, openness to new ideas and data, and skepticism that characterize science
- ▶ Pursue the integration of the mathematics and science curricula on a team-wide and

school-wide basis

- ▶ Participate in regular, purposeful science pedagogy meetings
- ▶ Use technology effectively, including but not limited to computers, in science instruction
- ▶ Participate in school-wide activities such as a science fair, science museum, nature center, etc.
- ▶ Integrate writing with the science curriculum
- ▶ Help identify and arrange for the use of resources outside the school
- ▶ Be cognizant of the ethics of science and address this in instruction
- ▶ Support school's standards and objectives through effective instruction

Assessment:

- ▶ Administer local, state, and school's interim assessments
- ▶ Monitor student progress through regular classroom assessment
- ▶ Maintain records of student progress from all assessments

### **Social Science**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- Positive ratings by three prior employers, with one being a direct supervisor
- Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Middle school history-social science teachers should demonstrate the qualities expected of the general middle school teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, history-social science teachers should:

Curriculum:

- Possess proficient understanding of integrated projects based instruction
- Possess proficient understanding and use of the Core Knowledge Sequence
- Promote Eunoia Charter School of Excellence's connections-based history-social science program as the main vehicle for history-social science instruction in the middle school
- Understand the basic processes and vocabulary of the four central social science disciplines featured in school's curriculum: history, geography, civics, and economics
- Encourage students to develop themselves as writers and speakers in response to the people, events, social and political institutions, and ideas of the past, linking what they study to their own lives and times
- Be committed to using historical and contemporary literature, art, music, and other cultural accomplishments to present students with opportunities for well-rounded investigations of history and culture
- Understand that the school's focus in history/social science instruction is on depth of study, not breadth of coverage; on enduring understanding rather than temporary mastery of a broad array of facts
- Use large thematic questions involving how people meet their needs, organize themselves effectively into social groups, find meaning in the lives they lead, understand justice, fulfill social and political responsibilities, endure hardships, and overcome conflict to shape humanities instruction and make it meaningful, exciting, and practical for students
- Be committed to promoting school's core values through discussion and consistent modeling of them
- Be able to explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism or Catholicism/Hinduism/atheism, etc.

Instruction:

- Implement the integrated projects based curriculum
- Implement the Core Knowledge topics as outlined in the Core Knowledge Sequence
- Use the 5Es constructivist method (engage, explore, explain, elaborate, evaluate) as the curriculum's planning and instructional foundation
- Plan units and lessons with specific learning goals in mind and regularly assess and refine instructional goals and presentation during and after instruction
- Use a varied instructional methodology, including direct instruction, cooperative-learning, small- and whole-group discussions, and self- and peer instruction, to provide the most effective union between teaching and learning for students
- Emphasize project-based learning, using a constructivist approach to basic skills, such as maps, graphs, and timelines, as well as to larger concepts and themes

- Moderate discussions to promote understanding of basic human values and develop moral understanding in students by connecting discussions of virtues to student behavior
- Support use of technology as a tool for researching, creating graphics, and writing

#### Assessment:

##### Middle School

- Invest considerable time and thought in writing of individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals
- Administer and evaluate local, state, and school's interim assessments in their disciplines
- Develop and use rubrics for evaluating student products
- Establish and involve students in the development of their portfolios

#### Classroom Management:

##### Middle School

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate
- Effectively uses block scheduling

#### Professional Responsibilities:

##### Middle School

- Write, implement, and evaluate their own professional growth plans
- Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- Support the professional development plans of colleagues
- Act as home base advisers
- May be called on to serve as club sponsor or to coach intramural athletic teams

#### Professional Relationships:

##### Middle School

- Work in teams to plan, problem-solve, and support one another on a daily basis
- Understand the school's design of local governance and actively participate in team, academy, and school activities and committees
- Openly and eagerly share expertise at the team, academy, school, and project levels

#### Family Involvement:

##### Middle School

- Develop family-school relationships that foster the academic and social development of the child
- Invite parents/guardians to be partners in their child's education
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, emails, newsletters, etc.

#### School Community:

##### Middle School

- Create a sense of community and belonging for the students in their school
- Establish connections and relationships between their students and the larger community to support the academic and social development of the child and to contribute to the achievement of overall school goals

### **Special Education Teacher**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades K-5;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

#### Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

#### Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Eunoia Charter School of Excellence's special education support teachers are expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, special education support teachers are expected to:

#### Intensify Curriculum:

- ▶ Show an understanding of Core Knowledge in order to coordinate with classroom teachers
- ▶ Show increasing skill with all aspects of the school's curriculum, intensifying and tailoring these for students with disabilities affecting learning, attention, social functioning, and self-regulation
- ▶ Show commitment to refining curriculum approaches and materials to increase students' involvement and progress
- ▶ Show persistence in learning new and specialized approaches for atypical learners

#### Intensify Instruction:

- ▶ Provide strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom or through time-limited, focused pull-asides
- ▶ Keep fine-grained track of the individual progress of students with disabilities
- ▶ Provide instructional intensity, feedback, and opportunities for practice for students with disabilities across the school's learning environments (classrooms, specials, hallways, lunch, playground, instructional assistants, etc.)
- ▶ Engage technology creatively for individual students' learning and for tracking individual progress

#### Support Instruction across the School:

- ▶ Establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with team teams and focusing them on instructional solutions, as well as collaborating with teachers individually
- ▶ Contribute to strengthening school-wide supports for all students, working together with classroom and "specials" teachers so that students with difficulties and vulnerabilities become increasingly active and successful
- ▶ Provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties
- ▶ Plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials
- ▶ Demonstrate creativity, flexibility, and perseverance in dealing with learning, behavioral, family, and classroom situations that are not easily untangled

#### Communicate:

- ▶ Maintain productive communication about the special education support program with your school director, teaching colleagues, and other school staff
- ▶ Contribute to the improvement of instruction within the school by communicating ideas within and across classrooms and teams, making productive use of teacher resource materials
- ▶ Contribute to the improvement of instruction across the school's partnership network by communicating and sharing ideas, insights, needs, and perplexities

#### Comply with Special Education Laws and Procedures:

- ▶ Be knowledgeable of, and comply with, relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards
- ▶ Provide ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their children
- ▶ Demonstrate organizational skills for keeping track of students in different settings, special



education paperwork, ongoing anecdotal commentary, instructional trials, planning, etc.

- ▶ Maintain current demographics regarding all students on IEPs, as well as those in the referral process
- ▶ Provide leadership as a standing member of the school leadership team
- ▶ Provide leadership as a member of the GEI team
- ▶ Coordinate related service providers within the school
- ▶ Promote communication, encouraging frequent and useful exchanges about meeting the needs of students with learning, attention, and behavioral problems
- ▶ Oversee anecdotal record keeping and progress tracking of each student with disabilities and tracking of SES teacher-student contacts
- ▶ Coordinate assessment of students referred for special educational evaluation
- ▶ Coordinate IEP development and updating, annual reviews, and triennials
- ▶ Coordinate parent communications and support sessions regarding their child with special needs
- ▶ Coordinate professional development activities for increasing classroom effectiveness for students with learning, attention, and behavioral difficulties
- ▶ Maintain productive communication about the special education support program with relevant local and/or state special education authorities
- ▶ Provide the school director and other decision makers in the school with information regarding relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards

Requirements:

- ▶ Bachelor's degree (master's degree preferred)
- ▶ Certification in Special Education
- ▶ Experience working with students with disabilities
- ▶ Positive professional recommendations

### **Elementary School Teachers**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades K-5;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use

- Serve on at least one building-level committee
- Act as a coach to other teachers on the team in areas of personal expertise
- Mentor younger teachers, as needed

Requirements:

- Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- Appropriate Indiana State teacher certification (or eligibility for certification)
- At least two years of classroom experience with a satisfactory rating
- Willingness to specialize in a subject area
- Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- Positive ratings by three prior employers, with one being a direct supervisor
- Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Elementary (K-5)

Eunoia Charter School of Excellence elementary teachers are held to high expectations. Each level of teacher requires special skill sets and knowledge of working with specific age appropriate strategies and developmentally appropriate methodology. The following list is a description of qualities that successful primary teachers at Eunoia Charter School of Excellence are expected to embody.

**Curriculum:** Teachers in the elementary grades (K-5) are knowledgeable in the integrated projects based model, the Core Knowledge Sequence, core processes, skills, and content of all curriculum areas.

**Reading:** Teachers understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills. Teachers teach reading using a research-based program adopted by and aligned with the school's education model within the Core Knowledge Sequence. Teachers of grades implementing the Core Knowledge Reading program will implement the program with fidelity using the appropriate instructional strategies and techniques within the program as aligned with the School's integrated projects based curriculum. Utilizing a balanced reading curriculum that requires students to master rudimentary phonetic skills prior to making the transition into a literature-based program is critical to a child's proficiency in learning to read. Teachers are expected to align lessons with academic standards and incorporate rigor at all levels of instruction.

**Writing:** Teachers teach and integrate the writing process with all disciplines. Writing occurs in all content areas in a variety of forms (expressive, literary, informative, and persuasive) and is integrated throughout the day. Teachers understand and articulate the writing process from prewriting activities through publishing.

**Math:** Teachers understand math through high school algebra. They understand that math is more than just rules and procedures. Teachers understand broad concepts, number

relationships, and problem solving processes. Teachers teach math using the school's adopted integrated projects based curriculum using the Everyday Math program as an instructional tool with other effective and research based math resources, and ensure alignment within the Core Knowledge Sequence with academic standards and levels of rigor. Concerted effort should be made to incorporate real-world application and integrated strategies to ensure mastery, while maximizing understanding of mathematical principles and technique for solving problems.

Science: Teachers understand the processes that embody life, earth, and physical science. Teachers understand processes for questioning, predicting, exploring, experimenting, interpreting results, and communicating. They embrace discovery learning, the 5E's instructional model (engage, explain, explore, elaborate, evaluate) and collaborative learning with specific roles. Teachers teach science using a research-based program aligned with effective practices and the school's education model – exploratory, hands-on program. Teachers involve students in active explorations, giving them the opportunity to work as scientists—collecting data, making predictions, looking for cause and effect, testing hypotheses, and drawing inferences.

History–Social Science: Teachers understand the basic processes and vocabulary of the four social sciences: history, geography, civics, and economics. They are eager to master new content and skills where gaps exist. Teachers create and teach history–social science units that utilize the Core Knowledge Sequence, Indiana State standards, and trade books in a theme-based, interdisciplinary curriculum that combines the interests and needs of students and teachers with the educational goals of the school's curriculum.

Core Values: Teachers know and support, through instruction and modeling, the school's core values. Teachers teach character and ethics using the school's character development program consisting of The Ultimate Gift program, trade books, daily messages, morning meeting, and individually crafted lessons. Teachers know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

#### Instruction:

Teachers at the elementary level:

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school
- Understand, implement, and support an inclusion model for students who are identified as having special needs
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted
- Establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers
- Integrate a process approach to writing across all disciplines
- Demonstrate the ability to teach math concepts with manipulatives
- Use cooperative-learning strategies for both instruction and classroom management
- Develop and use rubrics for instruction as well as assessment
- Use technology tools for instruction, planning, and communication
- Eager to learn new uses and applications of technology tools

#### Assessment:

Teachers in the elementary grades:

- ▶ Invest time and thought in writing Individual Instructional Plans (IIP) about each student, with focused comments on important aspects of a student's progress and clearly identified goals for further progress
- ▶ Work with Curriculum Coordinator to administer and evaluate performance assessments in all disciplines
- ▶ Develop and use rubrics for evaluating student products
- ▶ Establish and involve students in the development of their portfolios

#### Classroom Management:

Teachers in the elementary grades:

- ▶ Are character educators, maintaining classrooms that are safe, clean, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate
- ▶ Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- ▶ Explicitly teach and have students rehearse procedures until they become routine
- ▶ Design a physical environment that uses classroom spaces, walls, and room arrangements as learning resources to contribute to effective learning and communication
- ▶ Design classroom procedures that mediate conflict and teach problem-solving skills

#### Professional Responsibilities:

Teachers:

- ▶ Write, implement, and evaluate their own professional-development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional development plans of colleagues

#### Professional Relationships:

Teachers:

- ▶ Work in teams to plan, problem-solve, and support one another on a daily basis
- ▶ Understand the school's design of local governance and actively participate in ISE, CFA, and Eunoia Charter School of Excellence activities and committees
- ▶ Openly and eagerly share expertise at all governance and project levels

#### Family Involvement:

Teachers:

- ▶ Develop family-school relationships that foster the academic and social development of the child
- ▶ Invite parent/guardians to be partners in their child's education
- ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, email and newsletters

#### School Community:

Teachers:

- ▶ Create a sense of community and belonging for the students in their school
- ▶ Establish connections and relationships among their students and the larger community that support the academic and social development of the child and contribute to achievement of overall school goals

### **Visual Arts Teacher**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school director

Eunoia Charter School of Excellence visual arts teachers should demonstrate the qualities expected of Eunoia Charter School of Excellence teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful Eunoia Charter School of Excellence--CFA visual arts teachers embody.

Curriculum:

- ▶ Demonstrate a strong understanding of integrated projects based instruction
- ▶ Demonstrate a strong understanding of the basic content of Eunoia Charter School of Excellence's visual arts curriculum as outlined in the Core Knowledge Sequence
- ▶ Understand and implement a connections-based art education approach including studio production, art history, criticism, and aesthetic valuing
- ▶ Possess a basic understanding of drawing, painting, sculpting, and printmaking techniques and media
- ▶ Understand processes and history of traditional craft techniques of a wide range of cultures
- ▶ Develop cross-curricular units and intensives with team teachers and integrate the arts into the general curriculum
- ▶ Use technology and multimedia tools to enhance and enrich the curriculum

#### Instruction:

- ▶ Emphasize an integrated and process-based approach to visual arts instruction
- ▶ Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted
- ▶ Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, conversing, and using materials
- ▶ Develop and use rubrics for instruction as well as assessment
- ▶ Use technology tools for instruction, planning, and communication
- ▶ Eagerly learn new uses and applications of technology tools

#### Assessment:

- ▶ Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals
- ▶ Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- ▶ Develop and use rubrics for evaluating student products

#### Classroom Management:

- ▶ Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

#### Professional Responsibilities:

- ▶ Write, implement, and evaluate their own professional development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional development plans of colleagues

#### Professional Relationships:

- ▶ Work with colleagues to plan, problem-solve, and support one another on a daily basis
- ▶ Understand the school's design of local governance and actively participate in school activities and committees
- ▶ Openly and eagerly share expertise at all levels

#### Family Involvement:

- ▶ Develop family-school relationships that foster the academic and social development of the child
- ▶ Invite parent/guardians to be partners in their child's education
- ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email

#### School Community:

- ▶ Plan and organize school and community visual arts events, such as student exhibits and artist-in-residence programs
- ▶ Create a sense of community and belonging for the students in their school
- ▶ Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

#### **World Language Teacher**

Teachers are responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will understand and implement the integrated projects based curriculum and the Core Knowledge Sequence using a variety of instructional strategies, curricular and scaffolding resources to guide learning. The teacher works as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

#### The teacher will:

- ▶ Implement school and district policies and procedures
- ▶ Implement the integrated projects based curriculum
- ▶ Implement the Core Knowledge Sequence across all core academic content areas in Grades 6-8;
- ▶ Implement school's performance standards
- ▶ Collaborate with team on curriculum and student needs
- ▶ Create and work toward ongoing communication with parents
- ▶ Work on curriculum development, in addition to implementation
- ▶ Integrate technology into instructional program and demonstrate professional use
- ▶ Serve on at least one building-level committee
- ▶ Act as a coach to other teachers on the team in areas of personal expertise
- ▶ Mentor younger teachers, as needed

#### Requirements:

- ▶ Appropriate bachelor level degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- ▶ Appropriate Indiana State teacher certification (or eligibility for certification)
- ▶ At least two years of classroom experience with a satisfactory rating
- ▶ Willingness to specialize in a subject area
- ▶ Positive professional recommendations from no less than three (3) individuals who thoroughly know the candidate
- ▶ A coherent, high-quality essay written in response to the question, "How do quality educators define success in education in 21st Century inner-city schools?"

#### Additional school specific qualifications:

- ▶ Positive ratings by three prior employers, with one being a direct supervisor
- ▶ Successful demonstration (descriptive narrative) of teaching strategies and classroom management skills (e.g., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership mentor or school

director

Eunoia Charter School of Excellence holds high expectations for teachers. Here we provide a description of qualities that a success world language teacher embodies.

When a school has only one world language teacher and no English as a second language (ELL) teacher, that person also carries the responsibilities of the ELL coordinator. Following are key responsibilities of the World Language Teacher.

Curriculum:

- ▶ Introduce and strengthen world language comprehension with supporting materials in native language and/or English to develop a high level of proficiency in a second language
- ▶ Encourage students to develop oral and literacy language skills appropriate to age and abilities by consistent modeling
- ▶ Demonstrate positive attitudes toward Spanish and English-speaking cultures (among others) and those who speak alternative languages (not to exclude English)
- ▶ Use a range of teaching strategies and instructional practices
- ▶ Participate in curriculum development
- ▶ Communicate knowledge of the second language and its cultures
- ▶ Be knowledgeable in the core processes, skills, and content of all Core Knowledge curriculum areas, as expressed in the general job descriptions for all grade level teachers (This may mean that world language teachers also teach reading or other classes.)

Instruction:

- ▶ Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted
- ▶ Use a range of teaching strategies and instructional practices
- ▶ Use the computer and other multimedia tools in the classroom
- ▶ Provide a strong oral model of the second language
- ▶ Teach multi-grade and single-grade classes of students the three main components of the world language curriculum: second-language fluency, reading and writing literacy in the second language, and knowledge of its cultures, history, and people
- ▶ Establish, nurture, and, manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers
- ▶ Use cooperative-learning strategies for both instruction and classroom management
- ▶ Develop and use rubrics for instruction as well as assessment
- ▶ Use technology tools for instruction, planning, and communication
- ▶ Be eager to learn new uses and applications of technology tools

Assessment:

- ▶ Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals
- ▶ Administer and evaluate performance assessments as required by the academies served
- ▶ Develop and use rubrics for evaluating student products
- ▶ Establish and involve students in the development of their portfolios

Classroom Management:

- ▶ Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

Professional Responsibilities:



- ▶ Partner with colleagues, working together with classroom and “specials” teachers to make the school's learning environment increasingly effective
- ▶ Contribute to increased instructional clarity, feedback, and opportunities for practice across the school's learning environments (classrooms, extended core, hallways, lunch, playground, instructional assistants, etc.)
- ▶ Comply with federal, state, and local regulations governing students acquiring English
- ▶ Contribute to strengthening school-wide supports for all students
- ▶ Write, implement, and evaluate professional-development plans
- ▶ Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- ▶ Support the professional-development plans of colleagues

#### Professional Relationships:

- ▶ Possess people skills for working collaboratively with colleagues and in active partnerships with parents and community resource personnel
- ▶ Work with other core subject teachers to integrate Spanish language and culture into other disciplines.
- ▶ Work in teams to plan, problem solve, and support one another on a daily basis
- ▶ Understand the school's design of local governance and actively participate in team, academy, and school activities and committees
- ▶ Plan regularly with classroom colleagues
- ▶ Openly and eagerly share expertise at the team, academy, school, and project levels

#### Family Involvement: school's world language teachers:

- ▶ Develop family-school relationships that foster the academic and social development of the child
- ▶ Play an active role in the culture of the school and strive to foster world language and multicultural appreciation in each student
- ▶ Invite parent/guardians to be partners in their child's education
- ▶ Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email

#### School Community:

- ▶ Create a sense of community and belonging for the students in their school
- ▶ Organize school/community multicultural world language events
- ▶ Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

#### Requirements:

- ▶ Certification in Spanish foreign language education or proper professional and academic preparation obtained from a well-designed teacher preparation program with courses in second-language acquisition and/or foreign language instruction in Spanish or certification in ELL or TESOL or ESOL or ELD if teaching the ELL-WL component
- ▶ Deep knowledge of philosophy, theory, and recent research in second-language acquisition
- ▶ Strong cultural awareness and knowledge of Spanish-speaking cultures throughout the world
- ▶ Ability to speak, read, and write Spanish fluently

#### **Eunoia School of Excellence Employee Exit Interview**

The Eunoia Charter School of Excellence strives to develop a culture of caring and teamwork in our efforts to make a difference for children through education. Towards this goal, we are interested in your insight regarding your time as part of our team.

Employee name: \_\_\_\_\_ Position: \_\_\_\_\_

Date of hire: \_\_\_\_\_

Date of termination: \_\_\_\_\_ Voluntary \_\_\_\_\_ Involuntary \_\_\_\_\_

1. Please explain your reason for leaving Eunoia Charter School of Excellence.
  
2. If you are going to another job, what does that job offer that your job here did not?
  
3. What factors contributed to you accepting a job here? Were your expectations realized?
  
4. How would you evaluate your salary in comparison to the work that you performed?
  
5. What are some of the factors that helped to make your employment here enjoyable?
  
6. What comments or suggestions do you have in regard to making this a better place to work?
  
7. Would you recommend our organization to a friend as a place to work? If yes, why?

If no, why not?

## EMPLOYEE ACKNOWLEDGEMENT FORM

The ECSOE Staff Handbook describes important information about ECSOE. I understand that I should consult the school director at ECSOE regarding any questions not answered in the handbook. I have entered into my employment relationship with ECSOE voluntarily and acknowledge that there is no specified length of employment. Accordingly, either ECSOE or I can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

The information, policies, and benefits described here are subject to change. I acknowledge that revisions to the handbook will supersede existing policies and benefits. Changes will be communicated through official notices. Only ECSOE Board has the authority to revise the policies in this handbook.

I acknowledge that this handbook is not a contract of employment. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

***Please return the signed Employee Acknowledgment Form to the attention of School Director or Operations Manager***



Eunoia Charter School of Excellence will execute a criminal background check on all applicants at the time of acceptance. Applicants must consent, submit to, and satisfactorily complete a criminal background check investigation as a condition of matriculation into Eunoia Charter School of Excellence.

- Upon initial, conditional acceptance, Eunoia Charter School of Excellence will send a letter/email notification to the applicant to obtain consent for the criminal background check to be conducted.
- Once consent has been provided, Eunoia Charter School of Excellence's will conduct a background check and produce a report through Safe Hiring Solutions.
- Omission of required information, including the failure to provide the consent, or submitting false or misleading information by the individual in any communication with Eunoia Charter School of Excellence may result in withdrawal of conditional acceptance. False or misleading information discovered after matriculation could result in dismissal.

### **General rule**

(a) Employees and applicants who work in close proximity to children shall be of reputable and responsible character

(b) The department may refuse to employ, may refuse to issue a teaching certificate to, may terminate the employment of, or may revoke the teaching certificate of any employee or applicant who has a criminal history record, employment history, or background involving violence, alcohol or drug abuse, sex offense, offense involving children or any other circumstance which indicates that the applicant or employee may pose a risk to the health, safety, or well-being of children. The refusal, termination, or revocation action may be based on:

- (1) Conviction of a crime, other than a minor traffic offense involving a fine of \$50 or less, which indicates that the person poses a risk to the health, safety or well-being of children (the type of criminal offense, when it occurred, and evidence of rehabilitation may be considered in determining whether the criminal history record indicates a risk to children);
- (2) Other information or evidence which reflect upon the character and fitness of the person which indicates that the person poses a risk to children;
- (3) Failure to accurately and fully complete and submit employment application documents; or
- (4) Failure to declare, concealing, or falsifying criminal history, employment history, or background information to the department.

### **Applicant or employee duty to provide information.**

(a) Except as otherwise specified or exempted from criminal history record check requirements, any person who is employed or seeks employment with the department in a position which places that person in close proximity to children is required to provide to the department:

- (1) An accurately and fully completed employment application with all

requested information and documents including employment references;

(2) A sworn statement indicating:

- (A) Whether the person ever had a teaching certificate or other professional license revoked or not renewed;
- (B) Whether the person within the past ten years was suspended, fired, asked to resign from employment, or separated from military service under conditions other than honorable;
- (C) Whether the person had been convicted of a crime, other than a minor traffic offense involving a fine of \$50 or less;
- (D) Whether the person had been diagnosed as having a mental or emotional condition which may affect the person's ability to responsibly manage, supervise, control and interact with children; and
- (E) A detailed explanation for each of the above when applicable.

(3) A written consent for the department to conduct a criminal history record check;

(4) A written consent for the department to obtain information from current and past employers and references; and

(5) Written permission to be fingerprinted.

(b) Employees and applicants shall cooperate fully and make every reasonable effort to provide information and comply with fingerprinting and other related requirements when so notified and instructed by the department or its representative agents. The department may refuse to hire or terminate any person who willfully fails to cooperate or fails to provide the requested information.

#### **Use of criminal history records results.**

(a) Information obtained from criminal history record checks shall be used exclusively by Eunoia School of Excellence for the purpose of determining whether or not a person is suitable for working in close proximity to children. Use and release of such information obtained from the FBI shall be subject to federal laws and regulations.

(b) Eunoia Charter School of Excellence may disclose information that an affected individual's criminal history record check shows a "clean criminal history record". Federal law (28 U.S.C. §534) otherwise prohibits the disclosure of criminal history information obtained from the FBI. A criminal background record and information contained therein, however, may be disclosed to the affected individual when explaining decisions or contemplated decisions resulting in refusal to hire, refusal to issue teaching certificate, termination of employment or revocation of teaching certificate.

(c) Criminal history information obtained from sources other than the FBI may be categorized into criminal convictions and arrest records. Criminal convictions are considered public records and may be disclosed to the general public. Arrest records are private and shall not be released by the department except in the process of verifying the disposition of the arrests, or as otherwise required by law. Information regarding a person's arrest records for offenses that may pose a risk to the health, safety or well-being of children may be used as the basis to delay hiring decisions or for the suspension of employment pending further inquiry and investigation. Arrest records shall not be used as the sole basis to refuse to employ a prospective employee or to

terminate an employee.

Information available/sought through background investigation process

- The Criminal Background Check will include all convictions and conviction-equivalent adjudications plus all arrests regardless of adjudication (including not guilty, dismissals, etc.) plus all arrests without final adjudication/felonies and misdemeanors. The following databases are examples of those that may be examined as part of the criminal background check:

**Social Security Number Search** A search of credit report header data to help confirm the applicant's identifying information such as name, aliases, address(es), Social Security Number and to determine areas of prior residence..

**County Criminal Records Searches**

A direct search of county courthouse records for any felony or misdemeanor criminal history. All records are researched to help ensure positive identification and complete, easy-to-read details.

**Statewide Criminal Records Search**

A search conducted through statewide criminal records repositories or court systems for any felony or misdemeanor criminal history.

**Federal Criminal Records Search**

A direct search of federal courthouse records for any felony or misdemeanor criminal history. All records are researched to help ensure positive identification and complete, easy-to-read details.

**National Criminal Database Search**

A multi-jurisdiction private database search covering more than 194 million criminal records collected from across the country. While the database does not contain information from all states, it supplements county, statewide and federal criminal searches. To ensure compliance with Fair Credit Reporting Act (FCRA), all database "hits" are verified directly through the source of information to ensure that records reported are current and up-to-date.

**National Sexual Offender Database Search**

A search of a national private database which contains sex offender data collected from across the country. All records are researched to help ensure positive identification.

**U.S. Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities Search**

A search of the U.S. Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities (LEIE), a database which provides information to the public, health care providers, patients, and others relating to parties excluded from participation in the Medicare, Medicaid, and all Federal health care programs.

**EUNOIA SCHOOL OF EXCELLENCE, INC.  
CONFLICT OF INTEREST POLICY**

**ARTICLE I**  
**Purpose**

The purpose of the conflict of interest policy is to protect the interests of this tax-exempt organization, Eunoia School of Excellence, Inc. (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction, as that term is defined in section 4958 of the Internal Revenue Code. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

**ARTICLE II**  
**Definitions**

**1. Interested Person**

Any Member of the Corporation, member of the Board of Directors of the Corporation (the "Board"), principal officer, or member of a committee with Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2. Financial Interest**

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

- A. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- B. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- C. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors, that are not insubstantial. (In general, amounts less than \$500.00 will be considered insubstantial.)

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



### **ARTICLE III**

#### **Procedures**

#### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement. Notwithstanding the foregoing, if it is apparent to the Board of Directors that a potential conflict exists, e.g., establishment of compensation for an officer who also serves as a director, the interested person has no further duty to disclose.

#### **2. Determining Whether a Conflict of Interest Exists**

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

#### **3. Procedures for Addressing the Conflict of Interest**

- A. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- B. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- C. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous arrangement from a person or entity that would not give rise to a conflict of interest.
- D. After reviewing the available information, the Board or committee shall determine by a majority vote of the disinterested directors, or, if applicable, disinterested committee members, whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **4. Violations of the Conflicts of Interest Policy**

- A. If the Board or committee has reasonable cause to believe one of its members has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- B. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has

failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **ARTICLE IV**

##### **Records of Proceedings**

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

- A. The name of the person who disclosed or otherwise was found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- B. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **ARTICLE V**

##### **Compensation**

A voting member of the Board of Directors, or a committee whose jurisdiction includes compensation matters, and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation. However, such voting member shall participate in the review and determination of the reasonable compensation of other voting members. In addition, no voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **ARTICLE VI**

##### **Compliance Statements**

As and if deemed necessary and appropriate by the Board of Directors, each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

- A. Has received a copy of the conflicts of interest policy,
- B. Has read and understands the policy,
- C. Has agreed to comply with the policy, and
- D. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **ARTICLE VII**

### **Periodic Review**

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

- A. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- B. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

### **ARTICLE VIII** **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

IN WITNESS HEREOF, and IN AFFIRMATION OF THE STATEMENTS CONTAINED IN ARTICLE VI, the undersigned hereby execute this Conflict of Interest Policy effective as of this \_\_ day of \_\_\_\_\_, 2011.

## **41. Complaint Policy**

here is an alternate approach

<http://www.newyorkcharters.org/documents/ComplaintsandCharterSchoolsAct.pdf>

### **1. Introduction**

1.1 We believe that our school provides a good education for all our children, and that the Director and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.

### **2. Aims and objectives**

2.1 Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

### **3. The complaints process**

## How to share a concern

3.1 If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

## What to do if the matter is not resolved through informal discussion

3.2 Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Director. The Director considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

## Sharing a concern about the Director

3.3 Should a parent have a complaint about the Director, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below. A list of governor names is available from the school office.

## How to take the matter further

3.4 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

The governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

## Who to appeal to next

3.5 If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

3.6 If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

#### 4. Monitoring and review

4.1 The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. The Director logs all complaints received by the school and records how they were resolved. Governors examine this log on an annual basis.

4.2 Governors take into account any local or national decisions that affect the complaints process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.

**Eunoia**  
**Parent Complaint Policy**

If a parent has other concerns or problems within their child's education program while their child, the following steps should be taken:

**Step # 1** Parents should first contact the classroom teacher who is tutoring their child to discuss the issue. If a parent is unable to resolve the issue with the teacher then the parent should proceed to Step 2.

**Step # 2** Parents should contact the Curriculum Director or School Counselor. The staff will discuss the issue with the parent and the provider and try to reach a resolution that is satisfactory to the parent. If a parent does not feel that their issue has been resolved or properly addressed, the parent should proceed to Step 3.

**Step # 3** Parent should contact the School Director.

**Step #4** Parent should contact the School Board.

## Exceptional Learners / Special Populations

### Education of Children with Disabilities

Eunoia Charter School of Excellence shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the School, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and Indiana Administrative Code Title 511 Article 7. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Indiana State Board of Education's *Special Education* rules, that special education services are needed.

It is the intent of the School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 and IC Title 511 Article 7, are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, Eunoia Charter School of Excellence shall develop procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Indiana Department of Education's *Special Education* rules, Article 7. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The School shall maintain membership in the ISE Special Education Cooperative who shall assist the School in fulfilling its obligations to the School's exceptional learners through a Joint Services Agreement (attached). The School will maintain the appropriate certified staff to ensure compliance and meet the needs of exceptional learners.

If necessary, students may also be placed in alternative emergency placement or education facilities.

LEGAL REF.: Title 511 Article 7

CROSS REF.:

Americans With Disabilities Act, 42 U.S.C. § 12101 et seq. Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §

1400 et seq. Rehabilitation Act of 1973, Section 504

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Indiana. (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

The regulations apply to all information kept by a school or school district on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school district for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school-sponsored extracurricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records; and other information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major provisions of the Student Record Regulations concerning the rights of parents and eligible students. Under the regulations, "eligible students" are at least 14 years old or have entered the ninth grade; they may exercise these rights just as their parents may:

### **Inspection of Record**

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consents to a delay.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

### **Confidentiality of Record**

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

### **Amendment of Record**

The parent and eligible student have the right to add relevant comments, information, or other



written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the principal's decision may appeal to higher authorities in the school district.

### **Destruction of Records**

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

### **Access to Student Record**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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

|                                                            |                                                                                |
|------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Date of closing:</b>                                    | <b>Last day of school:</b>                                                     |
| <b>Independent trustee (Name and Contact information):</b> | <b>School contact for all future inquiries (Name and Contact information):</b> |
| <b>Independent Auditor:</b>                                | <b>INDOE liaisons (Names and Contact information):</b>                         |

| <b>A: Student Records</b>                                                                                                                                                                                  | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <b><u>Required Task(s):</u> <i>Verify and transfer complete student records (academic, health, special education, etc) to resident district(s) including but not limited to the following task(s):</i></b> |                                     |                                                    |
| • Charter school will provide INDOE and BSU staff with a list of student names, complete student records and the schools to which they are transferring;                                                   |                                     |                                                    |
| • Check records against enrollment data;                                                                                                                                                                   |                                     |                                                    |
| • INDOE, charter school staff and county staff will verify contents and completeness of student records;                                                                                                   |                                     |                                                    |
| • Verify final enrollment count;                                                                                                                                                                           |                                     |                                                    |
| • Implement sign-off procedure confirming transferal and receipt of student records; and                                                                                                                   |                                     |                                                    |
| • BSU staff will deliver student records to the resident district(s).                                                                                                                                      |                                     |                                                    |

| <b>B: Personnel Records</b><br><br><i>Required Task(s): Devise a plan to retain and maintain staff personnel and professional certification records for a minimum of five years including but not limited to the following task(s):</i>                                                                                                        | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Provide to the INDOE Office of Licensing and Credentials and the BSU Board of Education an updated status report on provisional teacher and administrator candidates;</li> </ul>                                                                                                                        |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit all requisite licensing documents (provisional teacher evaluations, summative reports, etc.) to INDOE Office of Licensing and Credentials;</li> </ul>                                                                                                                                            |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Compile a list of employees with their social security numbers and employment histories, copies of certificates, employment contracts and evaluations including any staff members who may have been terminated for cause; and</li> </ul>                                                                |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Board of trustees must arrange for the maintenance of staff personnel records for a minimum of five years for purposes of issuing letters of reference, verifying prior employment, etc. and provide to INDOE a contact name and phone number of person responsible for maintaining records.</li> </ul> |                                     |                                                    |

| <b>C. Federal Grants</b><br><br><i>Required Task(s): Provide proof of proper liquidation of goods acquired through federal grant(s) including but not limited to the following task(s):</i>                                                                                                                        | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Verify liquidation and/or transfer of property acquired through federal grants to the district(s) of residence <b>(Note: No distribution of assets to the district(s) or any other entity may occur prior to satisfaction of charter school creditors.);</b> and</li> </ul> |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit Final Expenditure Reports for entitlement grants.</li> </ul>                                                                                                                                                                                                         |                                     |                                                    |

| <b>D. Final Enrollment Count</b><br><br><i>Required Task(s): Collect updated student registers and conduct a final enrollment count including but not limited to the following task(s):</i> | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Provide monthly updates to INDOE on changes to the enrollment count;</li> </ul>                                                                      |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Finalize final enrollment count as specified by the Office of School Funding; and</li> </ul>                                                         |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit student registers to Independent auditor and INDOE.</li> </ul>                                                                                |                                     |                                                    |

| <b>E. Financial Statements</b><br><br><i>Required Task(s): Submit financial statements to INDOE according to but not limited to the following:</i>                                                                                                                                                                                     | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Expenditures must be strictly limited to only those that are reasonable and necessary for the ongoing day to day operations of the charter school. These expenditures are limited to salaries, benefits, utilities, rent and insurance and must already be authorized in the budget.</li> </ul> |                                     |                                                    |

| <b>F. Final Audit</b><br><br><i>Required Task(s): Appoint independent auditor to conduct a final audit including but not limited to the following task(s):</i>                                                 | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Provide BSU with approved board resolution appointing auditor including contact information;</li> </ul>                                                                 |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Provide estimated start and completion date of audit as well as estimated cost of audit;</li> </ul>                                                                     |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit to BSU a board resolution establishing escrow account for funds to pay for the audit and provide evidence that this account has been established; and</li> </ul> |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit copies of the audit to BSU. Audit must be submitted prior to the dissolution of the board, but no later than <b>X Date</b> as outlined in statute.</li> </ul>    |                                     |                                                    |

| <b>G. Independent Trustee</b><br><br><u>Required Task(s):</u> <b>Board shall appoint an independent trustee to address the satisfaction of all outstanding claims by creditors and proper distribution of assets in compliance with statutes and regulations that govern all New Jersey corporations including but not limited to the following task(s):</b>                                                                                                                                                                                                                         | <b>Projected Date of Completion</b> | <b>Person Responsible with contact information</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> <li>Submit to BSU an approved board resolution appointing independent trustee including name and contact information;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Board of trustees and independent trustee submit to BSU a written report to take into account the present value of the charter school's liabilities held by all of its creditors, including but not limited to vendors, banking institutions, state pension and health benefits agencies, child study team providers, resident and non-resident school districts and the present value of the charter school's assets, including but not limited to books, supplies, motor vehicles, furnishings, equipment and personal property;</li> </ul> |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Board of trustees and independent trustee must devise a plan to ensure that remaining assets are distributed equitably among sending districts <b>(Note: No distribution of assets to the district(s) or any other entity may occur prior to satisfaction of charter school creditors.);</b> and</li> </ul>                                                                                                                                                                                                                                   |                                     |                                                    |
| <ul style="list-style-type: none"> <li>Submit to BSU monthly updates of accounts payable along with detailed aging schedule. <b>(Note: Expenditures must be strictly limited to only those that are reasonable and necessary for the ongoing day to day operations of the charter school. These expenditures are limited to salaries, benefits, utilities, rent and insurance and must already be authorized in the budget.)</b></li> </ul>                                                                                                                                          |                                     |                                                    |

| H. Financial and Contractual Obligations                                                                                                                                                                                                                                                                                                                                                                                                                                         | Projected Date of Completion | Person Responsible with contact information |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|
| <p><u>Required Task(s):</u> <b>Board of Trustees must devise a plan to maintain and administer financial, administrative and contractual records and obligations for a minimum of five years including but not limited to the following:</b></p> <ul style="list-style-type: none"> <li>Board of trustees shall be required to file all final federal, state and local employer payroll tax returns and issue final W-2's and Form 1099's by the statutory deadlines.</li> </ul> |                              |                                             |

| I. Student Assessment                                                                                                            | Projected Date of Completion | Person Responsible with contact information |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|
| <p><u>Required Task(s):</u> <b>Obtain and distribute standardized test results to appropriate resident school districts.</b></p> |                              |                                             |

| J. Accountability and Reporting                                                                                                                                                                                                                                                                                                                                                              | Projected Date of Completion | Person Responsible with contact information |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|
| <p><u>Required Task(s):</u> <b>Submit end-of-year reports by specified deadlines to appropriate INDOE office including but not limited to the following:</b></p> <ul style="list-style-type: none"> <li>Annual Report;</li> <li>Electronic Violence and Vandalism Report;</li> <li>School Report Card data; and</li> <li>Submit to INDOE board resolutions approving each report.</li> </ul> |                              |                                             |

| K. Legal                                                                                                                                                                                                                                                                                                                              | Projected Date of Completion | Person Responsible with contact information |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|
| <p><u>Required Task(s):</u> <b>Devise procedures for dissolving board and relieving individual board members including but not limited to the following:</b></p> <ul style="list-style-type: none"> <li>Consult with attorney to devise procedures for dissolving board while maintaining fiscal and legal responsibility;</li> </ul> |                              |                                             |

|                                                                                                                                                                                                                                                                |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Final Audit should be submitted prior to dissolution of the board</li> </ul>                                                                                                                                            |  |  |
| <ul style="list-style-type: none"> <li>Provide BSU with name, address and contact info of person designated as the primary contact person for all future inquiries, as well as board approved resolution appointing this person as primary contact.</li> </ul> |  |  |

***This signed dissolution plan must be submitted to BSU along with an official approved board resolution. Please provide a tally of the board members present at the meeting and how they voted on the resolution.***

**Signed Approval:**

|  |      |
|--|------|
|  | Date |
|--|------|

|  |      |
|--|------|
|  | Date |
|--|------|



## **Patriotic Commemorative Observation**

Eunoia Charter School of Excellence will observe specific patriotic exercises and flag displays.

Legal Reference: IC Title I

(1) In order that the children and youth within our school be given the opportunity to develop within themselves national pride and patriotism, there shall be conducted the observance of patriotic exercises at the beginning of each day, consisting of the pledge to the flag.

(2) Immediately following the daily patriotic exercises, those students and faculty members who wish to observe a brief period of silence for reflection or recollection, which shall not be construed as a religious observance, shall be given such opportunity.

(3) Those students and faculty members not wishing to participate in such patriotic observances and silent periods should maintain a respectful silence, refraining from any act that would interfere with such observances.

The American flag will be flown from the mast at each school every day that school is in session. The Director will be responsible for flying the flag on school days. A small flag and standard is furnished for each classroom and must be unfurled and in evidence each school day. The Pledge of Allegiance or other patriotic activity will be performed each day.

Observation and commemoration of special days and events will be considered a valuable part of the instructional design of the school.

the following Federal Holidays in addition to family/student elected holidays relative to their respective beliefs. In addition, Eunoia School of Excellence will recognize moments of silence for 9/11.

New Year's Day

Birthday of Martin Luther King, Jr.

Washington's Birthday

Memorial Day

Independence Day

Labor Day

Columbus Day

Veterans Day

Thanksgiving Day

Christmas Day

## Personal Financial Responsibility Instruction

Financial literacy is important for all young people to empower them to make informed consumer decisions and to manage effectively their personal financial resources. Young people increasingly influence household spending and should understand the financial consequences of satisfying their needs and wants. Because of limited experience and responsibility, a typical recent high school graduate will not exhibit the same degree of knowledge of personal finance as an older adult. However they should have a general understanding of all key aspects of personal finance. Broadly speaking, a high school graduate should know how to:

- o Find, evaluate and apply financial information
- o Set financial goals and plan to achieve them
- o Develop income-earning potential and the ability to save

In order to provide our students with this knowledge, Eunoia Charter School of Excellence will promote the inclusion of entrepreneur and financial literacy programs throughout the Schools curriculum. We have investigated national standards, identified a scope and sequence of content for grades k-8 and design instructional units. We've defined Financial Literacy as the ability to understand the ever changing personal and economic circumstances and to respond effectively. Four general goals are identified to emphasize throughout the curriculum. These goals are:

### **Goal 1**

The student will understand the purpose and importance of money.

### **Goal 2**

The student will develop a plan for earning, spending and saving money.

### **Goal 3**

The student will develop responsible consumer skills

### **Goal 4**

The student will understand the advantages and disadvantages of entrepreneurship

For each goal, student expectations for elementary and middle school were written to align lessons with Indiana and Common Core State Standards.

**STANDARD K.4**

Students explain that people do different jobs and work to meet basic economic wants.

**Related Lessons:**

- [Phillips Curve](#)
- [Marketplace: The Argentina Barter Fair](#)
- [One is Silver and the Other's Gold](#)

**STANDARD K.4.1**

Explain that people work to earn money to buy the things they want.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)  
[Why do we need money? Think about Ebay!](#)  
[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD K.4.2**

Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

**Related Lessons:**

[Phillips Curve](#)  
[Marketplace: The Argentina Barter Fair](#)  
[One is Silver and the Other's Gold](#)

**STANDARD K.4.3**

Explain why people in a community have different jobs.

**Related Lessons:**

[Phillips Curve](#)  
[Marketplace: The Argentina Barter Fair](#)  
[One is Silver and the Other's Gold](#)

**STANDARD K.4.4**

Give examples of work activities that people do at home.

**Related Lessons:**

[Phillips Curve](#)  
[Marketplace: The Argentina Barter Fair](#)  
[One is Silver and the Other's Gold](#)

**Grade Level: 1st****STANDARD 1.4**

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

**Related Lessons:**

[Constitution Costs](#)

[Buying vs. Renting](#)

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

#### **STANDARD 1.4.1**

Identify goods that people use.

##### **Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

#### **STANDARD 1.4.2**

Identify services that people do for each other.

##### **Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

#### **STANDARD 1.4.3**

Compare and contrast different jobs people do to earn income.

##### **Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

[The Early 1980s: A Tough Time For Home Builders and Mortgage Bankers](#)

[Y2K, Currency, Banking, and the Fed](#)

#### **STANDARD 1.4.3**

Describe how people in the school and community are both producers and consumers.

##### **Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

#### **STANDARD 1.4.5**

Explain that people have to make choices about goods and services because of scarcity.

##### **Related Lessons:**

[Constitution Costs](#)

[Buying vs. Renting](#)

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

#### **STANDARD 1.4.6**

Explain that people exchange goods and services to get the things they want.

##### **Related Lessons:**

Balance of Payments (BOP)**Grade Level: 2nd****STANDARD 2.4**

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

**Related Lessons:**Balance of Payments (BOP)**STANDARD 2.4.1**

Define the three types of productive resources (human resources, natural resources, capital resources) and identify productive resources used to produce goods and services in the community.

**Related Lessons:**The Five Stages of InvestingThe Price We Pay for Health: US and CanadaThis Little Piggybank Went to Market**STANDARD 2.4.2**

\* Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community.

**Related Lessons:**Balance of Payments (BOP)**STANDARD 2.4.3**

Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.

**Related Lessons:**Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"Everyday OpportunitiesBelieve it or Not?**STANDARD 2.4.4**

Research goods and services produced in the local community and describe how people can be both producers and consumers.

**Related Lessons:**Phillips CurveMarketplace: The Argentina Barter FairOne is Silver and the Other's Gold**STANDARD 2.4.5**

Explain that because of scarcity, people must make choices and incur opportunity costs.

**Related Lessons:**

[Constitution Costs](#)

[Buying vs. Renting](#)

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

**STANDARD 2.4.6**

Define specialization and identify specialized jobs in the school and community.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD 2.4.7**

Explain why people trade for goods and services and explain how money makes trade easier.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 2.4.8**

Explain that income that people do not spend on goods and services is called savings.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**Grade Level: 3rd**

**STANDARD 3.4**

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

**Related Lessons:**

[Constitution Costs](#)

[Buying vs. Renting](#)

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

**STANDARD 3.4.1**

Give examples from the local community that illustrate the scarcity of productive resources.

Explain how this scarcity requires people to make choices and incur opportunity costs

**Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)  
[Specialization and the Decathlon](#)  
[Should LeBron James Mow His Own Lawn?](#)

**STANDARD 3.4.2**

Give examples of goods and services provided by local business and industry.

**Related Lessons:**

[Phillips Curve](#)  
[Marketplace: The Argentina Barter Fair](#)  
[One is Silver and the Other's Gold](#)

**STANDARD 3.4.3**

Give examples of trade in the local community and explain how trade benefits both parties.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 3.4.4**

Define interdependence and give examples of how people in the local community depend on each other for goods and services.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 3.4.5**

List the characteristics of money and explain how money makes trade easier.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)  
[Why do we need money? Think about Ebay!](#)  
[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 3.4.6**

Identify different ways people save their income and explain advantages and disadvantages of each.

**Related Lessons:**

[Phillips Curve](#)  
[Marketplace: The Argentina Barter Fair](#)  
[One is Silver and the Other's Gold](#)

**STANDARD 3.4.7**

Explain that buyers and sellers interact to determine the prices of goods and services in markets.

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)  
[Everyday Opportunities](#)

Believe it or Not?

**STANDARD 3.4.8**

Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.

**Related Lessons:**

Specialization and the Decathlon

Should LeBron James Mow His Own Lawn?

What Do People Do?

**STANDARD 3.4.9**

Gather data from a variety of information resources about a change that will have an economic impact on the community.

**Related Lessons:**

Phillips Curve

Marketplace: The Argentina Barter Fair

One is Silver and the Other's Gold

**Grade Level: 4th**

**STANDARD 4.4**

Students will study and compare the characteristics of Indiana's changing economy in the past and present.

**Related Lessons:**

Henry Ford and the Model T: A Case Study in Productivity (Part 3)

What Do People Want to Wear?

Lemon Squeeze - The Lemonade Stand

**STANDARD 4.4.1**

Give examples of the kinds of goods and services produced in Indiana in different historical periods.

**Related Lessons:**

Phillips Curve

Marketplace: The Argentina Barter Fair

One is Silver and the Other's Gold

**STANDARD 4.4.2**

Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.

**Related Lessons:**

Jokes, Quotations, and Cartoons in Economics

The Role of Government: The Federal Government and Fiscal Policy

The Role of Government: The National Debt vs. The Deficit



**STANDARD 4.4.3**

Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 4.4.4**

Explain that prices change as a result of changes in supply and demand for specific products.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[The Best Deal](#)

[What is Competition?](#)

**STANDARD 4.4.5**

Describe Indiana's emerging global connections.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 4.4.6**

List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 4.4.7**

Identify entrepreneurs who have influenced Indiana and the local community.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD 4.4.8**

Define profit and describe how profit is an incentive for entrepreneurs.

**Related Lessons:**

[Deceptive Advertising: Crossing the Line](#)

[Satisfaction Please! \(Part 3\)](#)

[U.S. farmers and the Cuban embargo](#)

**STANDARD 4.4.9**

Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)

[Worker Safety - The Triangle Fire Legacy](#)

[Marketplace: To Show or Not To Show](#)

**STANDARD 4.4.10**

Explain how people save, and develop a savings plan in order to make a future purchase.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**Grade Level: 5th****STANDARD 5.4**

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)

[Everyday Opportunities](#)

[Believe it or Not?](#)

**STANDARD 5.4.1**

Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

**Related Lessons:**

[Constitution Costs](#)

[Phillips Curve](#)

[U.S. farmers and the Cuban embargo](#)

**STANDARD 5.4.2**

Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

**Related Lessons:**

[Constitution Costs](#)

[Phillips Curve](#)

[Fiscal and Monetary Policy Process](#)

**STANDARD 5.4.3**

Define types of trade barriers.

**Related Lessons:**

[Marketplace: MIT Business Plan Competition](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)

[What's Your Angle?](#)

**STANDARD 5.4.4**

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

**Related Lessons:**

[Believe it or Not?](#)

[Guess Who's Coming to Dinner](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD 5.4.5**

Explain how education and training, specialization and investment in capital resources increase productivity.

**Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

[Jokes, Quotations, and Cartoons in Economics](#)

[The Role of Government: The Federal Government and Fiscal Policy](#)

**STANDARD 5.4.6**

Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 5.4.7**

Predict the effect of changes in supply and demand on price.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Did You Get the Message?](#)

[The Best Deal](#)

**STANDARD 5.4.8**

Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)  
[Everyday Opportunities](#)  
[Believe it or Not?](#)

**STANDARD 5.4.9**

Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

**Related Lessons:**

[Baseball Economics 201](#)  
[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)  
[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)

**Grade Level: 6th****STANDARD 6.4**

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

**Related Lessons:**

[Constitution Costs](#)  
[Phillips Curve](#)  
[Fiscal and Monetary Policy Process](#)

**STANDARD 6.4.1**

Give examples of how trade related to key developments in the history of Europe and the Americas.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 6.4.2**

Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

**Related Lessons:**

[The Trading Game](#)  
[The Family Vacation](#)  
[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 6.4.3**

Explain why international trade requires a system for exchanging currency between various countries.

**Related Lessons:**

[A Perfect Pet](#)  
[Balance of Payments \(BOP\)](#)  
[Work, Earnings and Economics: Using 'Lyddie' by Katherine Paterson](#)

**STANDARD 6.4.4**

Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.

**Related Lessons:**

[Constitution Costs](#)

[Phillips Curve](#)

[Fiscal and Monetary Policy Process](#)

**STANDARD 6.4.5**

Explain how financial institutions (banks, credit unions and stocks-and-bonds markets) channel funds from savers to borrowers and investors.

**Related Lessons:**

[Transportation: They Say We Had a Revolution \(Part 2\)](#)

[Transportation: They Say We Had a Revolution \(Part 3\)](#)

[Transportation: They Say We Had a Revolution \(Part 1\)](#)

**STANDARD 6.4.6**

Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**Related Lessons:**

[To Buy or Not To Buy](#)

**STANDARD 6.4.7**

Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD 6.4.8**

Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 6.4.9**

Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers or harmful spillovers to people inside a country who are not directly

involved in the consumption or production of a product.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)

[The South's Decision to Secede: A Violation of Self Interest?](#)

[Worker Safety - The Triangle Fire Legacy](#)

**STANDARD 6.4.10**

Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)

[The Productive Blues \(Jeans\)](#)

[Why Work Now?](#)

**Grade Level: 7th**

**STANDARD 7.4**

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

**Related Lessons:**

[Constitution Costs](#)

[Phillips Curve](#)

[Fiscal and Monetary Policy Process](#)

**STANDARD 7.4.1**

Give examples of trade between countries in Africa, Asia and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 7.4.2**

Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 7.4.3**

Illustrate how international trade requires a system for exchanging currency between and among nations.

**Related Lessons:**

[A Perfect Pet](#)

[Work, Earnings and Economics: Using 'Lyddie' by Katherine Paterson](#)

[You Can BANK on This! \(Part 2\)](#)

#### **STANDARD 7.4.4**

Trace the development and change over time of the economic systems (traditional, command, market and mixed) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific.

##### **Related Lessons:**

[Constitution Costs](#)

[Phillips Curve](#)

[Fiscal and Monetary Policy Process](#)

#### **STANDARD 7.4.5**

Explain how banks and other financial institutions use savings deposits to help borrowers and investors.

##### **Related Lessons:**

[Transportation: They Say We Had a Revolution \(Part 2\)](#)

[Transportation: They Say We Had a Revolution \(Part 3\)](#)

[Transportation: They Say We Had a Revolution \(Part 1\)](#)

#### **STANDARD 7.4.6**

Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.

##### **Related Lessons:**

[To Buy or Not To Buy](#)

[Marketplace: The Trouble with Truffles](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)

#### **STANDARD 7.4.7**

Describe ways that people can increase individual human capital.

##### **Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

[The Early 1980s: A Tough Time For Home Builders and Mortgage Bankers](#)

[Y2K, Currency, Banking, and the Fed](#)

#### **STANDARD 7.4.8**

Identify ways that societies deal with helpful spillovers (e.g. education) or harmful spillovers (e.g. pollution).

##### **Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)

[WIDGET PRODUCTION: Producing More, Using Less](#)

[Lean on Me -- We depend on each other!](#)

**STANDARD 7.4.9**

Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

**Related Lessons:**

[Do I Look Like I'm Made of Money?](#)  
[One is Silver and the Other's Gold](#)  
[Jokes, Quotations, and Cartoons in Economics](#)

**Grade Level: 8th****STANDARD 8.4**

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)  
[What Do People Want to Wear?](#)  
[Lemon Squeeze - The Lemonade Stand](#)

**STANDARD 8.4.1**

Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)  
[What Do People Want to Wear?](#)  
[Lemon Squeeze - The Lemonade Stand](#)

**STANDARD 8.4.2**

Illustrate elements of the three types of economic systems, using cases from United States history.

**Related Lessons:**

[Constitution Costs](#)  
[Phillips Curve](#)  
[Fiscal and Monetary Policy Process](#)

**STANDARD 8.4.3**

Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)  
[Everyday Opportunities](#)  
[Believe it or Not?](#)

**STANDARD 8.4.4**



Explain the basic economic functions of the government in the economy of the United States.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)

[Worker Safety - The Triangle Fire Legacy](#)

[Marketplace: To Show or Not To Show](#)

**STANDARD 8.4.5**

Analyze contributions of entrepreneurs and inventors in the development of the United States economy.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD 8.4.6**

Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

**Related Lessons:**

[Believe it or Not?](#)

[Guess Who's Coming to Dinner](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD 8.4.7**

Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 8.4.8**

Examine the development of the banking system in the United States.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD 8.4.9**

Explain and evaluate examples of domestic and international interdependence throughout United States history.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD 8.4.10**

Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

**Related Lessons:**

[Baseball Economics 201](#)

[Transportation: They Say We Had a Revolution \(Part 2\)](#)

[Transportation: They Say We Had a Revolution \(Part 3\)](#)

**STANDARD 8.4.11**

Use a variety of information resources to compare and contrast job skills needed in different time periods in United States history.

**Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

[The Early 1980s: A Tough Time For Home Builders and Mortgage Bankers](#)

[Y2K, Currency, Banking, and the Fed](#)

**Grade Level: ECONOMICS****STANDARD E.1.1**

Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD E.1.2**

Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.

**Related Lessons:**

[Constitution Costs](#)

[Buying vs. Renting](#)

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

**STANDARD E.1.3**

Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.

**Related Lessons:**

[Deceptive Advertising: Crossing the Line](#)  
[Satisfaction Please! \(Part 3\)](#)  
[U.S. farmers and the Cuban embargo](#)

**STANDARD E.1.4**

## Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Describe how people respond predictably to positive and negative incentives.

**Related Lessons:**

[U.S. farmers and the Cuban embargo](#)  
[Don't Fence Me Out! \(Barriers to Trade\)](#)

**STANDARD E.1.5**

## Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Explain that voluntary exchange occurs when all participating parties expect to gain.

**Related Lessons:**

[Balance of Payments \(BOP\)](#)

**STANDARD E.1.6**

## Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?.

**Related Lessons:**

[Constitution Costs](#)  
[Phillips Curve](#)  
[Fiscal and Monetary Policy Process](#)

**STANDARD E.1.7**

## Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Describe how clearly defined and enforced property rights are essential to a market economy.

#### Related Lessons:

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

#### STANDARD E.1.8

##### Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity and growth.

#### Related Lessons:

[Marketplace: The Argentina Barter Fair](#)

[Work, Earnings and Economics: Using 'Lyddie' by Katherine Paterson](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)

#### STANDARD E.1.9

##### Scarcity and Economic Reasoning

- Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.
- Diagram and explain a Circular Flow Model of a market economy, showing households and businesses as decision makers, resource and money flows, and the three basic markets - product, productive resources and financial markets.

#### Related Lessons:

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)

[Everyday Opportunities](#)

[Believe it or Not?](#)

#### STANDARD E.2.1

##### Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Define supply and demand.

#### Related Lessons:

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Did You Get the Message?](#)

[The Best Deal](#)

**STANDARD E.2.2**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Identify factors that cause changes in market supply and demand.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[Did You Get the Message?](#)  
[The Best Deal](#)

**STANDARD E.2.3**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Describe the role of buyers and sellers in determining the equilibrium price.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[The Best Deal](#)  
[What is Competition?](#)

**STANDARD E.2.4**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Describe how prices send signals to buyers and sellers.

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)  
[Everyday Opportunities](#)  
[Believe it or Not?](#)

**STANDARD E.2.5**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).

**Related Lessons:**

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)  
[Everyday Opportunities](#)  
[Believe it or Not?](#)

**STANDARD E.2.6**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource and financial markets.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[The Best Deal](#)  
[What is Competition?](#)

**STANDARD E.2.7**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[The Best Deal](#)  
[What is Competition?](#)

**STANDARD E.2.8**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

**Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)  
[Jokes, Quotations, and Cartoons in Economics](#)  
[The Role of Government: The Federal Government and Fiscal Policy](#)

**STANDARD E.2.9**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.

**Related Lessons:**

[The Five Stages of Investing](#)  
[The Price We Pay for Health: US and Canada](#)  
[This Little Piggybank Went to Market](#)

**STANDARD E.2.10**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.

**Related Lessons:**

[Who Get's More than Their Fair Share?](#)  
[Comparative Economic Systems](#)  
[Banks & Credit Unions \(Part I\)](#)

**STANDARD E.2.11**

## Supply and Demand

- Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
- Illustrate how investment in factories; machinery; new technology; and the health, education and training of people increases productivity and raises future standards of living.

**Related Lessons:**

[Believe it or Not?](#)  
[Guess Who's Coming to Dinner](#)  
[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)

**STANDARD E.3.1**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Compare and contrast the following forms of business organization: sole proprietorship, partnership and corporation.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[Jokes, Quotations, and Cartoons in Economics](#)  
[The Credit Card Mystery](#)

**STANDARD E.3.2**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Identify the three basic ways that firms finance operations (retained earnings, stock issues and borrowing) and explain the advantages and disadvantages of each.

**Related Lessons:**

[Transportation: They Say We Had a Revolution \(Part 2\)](#)  
[Transportation: They Say We Had a Revolution \(Part 3\)](#)  
[Transportation: They Say We Had a Revolution \(Part 1\)](#)

**STANDARD E.3.3**

**Market Structures**

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals.

**Related Lessons:**

[Marketplace: TV Niche News](#)

[Marketplace: Real\(ity\) Estate](#)

[Did You Get the Message?](#)

**STANDARD E.3.4****Market Structures**

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition and pure competition.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Jokes, Quotations, and Cartoons in Economics](#)

[The Credit Card Mystery](#)

**STANDARD E.3.5****Market Structures**

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Explain how competition among many sellers lowers costs and prices.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Jokes, Quotations, and Cartoons in Economics](#)

[The Credit Card Mystery](#)

**STANDARD E.3.6****Market Structures**

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Demonstrate how firms determine price and output through marginal analysis.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Trouble is Brewing in Boston - "Colonial Voices: Hear Them Speak"](#)

[Everyday Opportunities](#)

**STANDARD E.3.7****Market Structures**



- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Explain ways that firms engage in price and non-price competition.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[Jokes, Quotations, and Cartoons in Economics](#)  
[The Credit Card Mystery](#)

**STANDARD E.3.8**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Identify laws and regulations adopted in the United States to promote competition among firms.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[Jokes, Quotations, and Cartoons in Economics](#)  
[The Credit Card Mystery](#)

**STANDARD E.3.9**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

**Related Lessons:**

[Deceptive Advertising: Crossing the Line](#)  
[Satisfaction Please! \(Part 3\)](#)  
[U.S. farmers and the Cuban embargo](#)

**STANDARD E.3.10**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
- Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)  
[Jokes, Quotations, and Cartoons in Economics](#)  
[The Credit Card Mystery](#)

**STANDARD E.3.11**

## Market Structures

- Students will understand the organization and role of business firms and analyze the various

types of market structures in the United States economy.

- Explain how cartels affect product price and output.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)  
[WIDGET PRODUCTION: Producing More, Using Less](#)  
[Lean on Me -- We depend on each other!](#)

**STANDARD E.4.1**

The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Explain the basic functions of government in a market economy.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)  
[Worker Safety - The Triangle Fire Legacy](#)  
[Marketplace: To Show or Not To Show](#)

**STANDARD E.4.2**

The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Explain how markets produce too few public goods and how the government determines the amount to produce through looking at benefits and costs.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)  
[The South's Decision to Secede: A Violation of Self Interest?](#)  
[Worker Safety - The Triangle Fire Legacy](#)

**STANDARD E.4.3**

The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Describe how the government taxing harmful spillovers and subsidizing helpful spillovers helps to resolve the inefficiency they cause.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)  
[The South's Decision to Secede: A Violation of Self Interest?](#)  
[Worker Safety - The Triangle Fire Legacy](#)

**STANDARD E.4.4**

The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Describe major revenue and expenditure categories and their respective proportions of local, state and federal budgets.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)  
[To Buy or Not To Buy](#)  
[Worker Safety - The Triangle Fire Legacy](#)

**STANDARD E.4.5**

## The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Explore the ways that tax revenue is used in the community.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)  
[Worker Safety - The Triangle Fire Legacy](#)  
[Marketplace: To Show or Not To Show](#)

**STANDARD E.4.6**

## The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Identify taxes paid by students.

**Related Lessons:**

[The South's Decision to Secede: A Violation of Self Interest?](#)  
[Worker Safety - The Triangle Fire Legacy](#)  
[Marketplace: To Show or Not To Show](#)

**STANDARD E.4.7**

## The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Define progressive, proportional and regressive taxation.

**Related Lessons:**

[Marketplace: The Trouble with Truffles](#)  
[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)  
[What Happened to Railroads?](#)

**STANDARD E.4.8**

#### The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Determine whether different types of taxes (including income, sales and social security) are progressive, proportional or regressive.

#### Related Lessons:

[Marketplace: The Trouble with Truffles](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)

[What Happened to Railroads?](#)

#### STANDARD E.4.9

##### The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued.

#### Related Lessons:

[The South's Decision to Secede: A Violation of Self Interest?](#)

[Worker Safety - The Triangle Fire Legacy](#)

[Marketplace: To Show or Not To Show](#)

#### STANDARD E.4.10

##### The Role of Government

- Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
- Use an economic decision-making model to analyze a public policy issue.

#### Related Lessons:

[Specialization and the Decathlon](#)

[Should LeBron James Mow His Own Lawn?](#)

[What Do People Do?](#)

#### STANDARD E.5.1

##### National Economic Performance

- Students will understand the means by which economic performance is measured.
- Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.

#### Related Lessons:

[The Productive Blues \(Jeans\)](#)

[The Little Red Hen](#)

[Trade to the Tailor](#)

**STANDARD E.5.2**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Explain how GDP, economic growth, unemployment and inflation are measured.

**Related Lessons:**[The Productive Blues \(Jeans\)](#)[The Little Red Hen](#)[Trade to the Tailor](#)**STANDARD E.5.3**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Explain the limitations of using GDP to measure economic welfare.

**Related Lessons:**[To Buy or Not To Buy](#)**STANDARD E.5.4**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Explain the four phases of the business cycle (contraction, trough, expansion and peak).

**Related Lessons:**[Lean on Me -- We depend on each other!](#)[Dry as a Bone](#)[WHERE DID ALL THE MONEY GO? The Great Depression Mystery](#)**STANDARD E.5.5**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.

**Related Lessons:**[Believe it or Not?](#)[Guess Who's Coming to Dinner](#)[Lean on Me -- We depend on each other!](#)**STANDARD E.5.6**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Identify the different causes of inflation and explain who gains and loses because of inflation.

**Related Lessons:**[The Productive Blues \(Jeans\)](#)

[The Little Red Hen](#)  
[Trade to the Tailor](#)

**STANDARD E.5.7**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Analyze the impact of inflation on students' economic decisions.

**Related Lessons:**

[The Productive Blues \(Jeans\)](#)  
[The Little Red Hen](#)  
[Trade to the Tailor](#)

**STANDARD E.5.8**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Illustrate and explain cost-push and demand-pull inflation.

**Related Lessons:**

[The Productive Blues \(Jeans\)](#)  
[The Little Red Hen](#)  
[Trade to the Tailor](#)

**STANDARD E.5.9**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Recognize that a country's overall level of income, employment and prices are determined by the individual spending and production decisions of households, firms and government.

**Related Lessons:**

[Marketplace: MIT Business Plan Competition](#)  
[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)  
[Do I Look Like I'm Made of Money?](#)

**STANDARD E.5.10**

National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.

**Related Lessons:**

[The Productive Blues \(Jeans\)](#)  
[The Little Red Hen](#)  
[Trade to the Tailor](#)

**STANDARD E.5.11**

#### National Economic Performance

- Students will understand the means by which economic performance is measured.
  - Compare and contrast solutions for reducing unemployment.

#### Related Lessons:

[Marketplace: The Argentina Barter Fair](#)

[The South's Decision to Secede: A Violation of Self Interest?](#)

[Worker Safety - The Triangle Fire Legacy](#)

#### STANDARD E.6.1

##### Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Explain the basic functions of money.

#### Related Lessons:

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

#### STANDARD E.6.2

##### Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Identify the composition of the money supply of the United States.

#### Related Lessons:

[Marketplace: The Argentina Barter Fair](#)

[Why do we need money? Think about Ebay!](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

#### STANDARD E.6.3

##### Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Explain the role of banks and other financial institutions in the economy of the United States.

#### Related Lessons:

[What's Your Angle?](#)

[Transportation: They Say We Had a Revolution \(Part 2\)](#)

[Marketplace: TV Niche News](#)

#### STANDARD E.6.4

##### Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Explain how interest rates act as an incentive for savers and borrowers.

#### Related Lessons:

[Do I Look Like I'm Made of Money?](#)

[One is Silver and the Other's Gold](#)

What Face do you Use?**STANDARD E.6.5**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Describe the organization and functions of the Federal Reserve System.

**Related Lessons:**

Jokes, Quotations, and Cartoons in Economics

Who Is Ben Bernanke?

It's a Not So Wonderful Life

**STANDARD E.6.6**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Compare and contrast credit, savings and investment services available to the consumer from financial institutions.

**Related Lessons:**

Transportation: They Say We Had a Revolution (Part 2)

Transportation: They Say We Had a Revolution (Part 3)

Transportation: They Say We Had a Revolution (Part 1)

**STANDARD E.6.7**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Demonstrate how banks create money through the principle of fractional reserve banking.

**Related Lessons:**

Jokes, Quotations, and Cartoons in Economics

Who Is Ben Bernanke?

It's a Not So Wonderful Life

**STANDARD E.6.8**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Research and monitor financial investments, such as stocks, bonds and mutual funds.

**Related Lessons:**

Transportation: They Say We Had a Revolution (Part 2)

Transportation: They Say We Had a Revolution (Part 3)

Transportation: They Say We Had a Revolution (Part 1)

**STANDARD E.6.9**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Analyze the difference in borrowing costs using various rates of interest when



purchasing a major item, such as a car or house.

**Related Lessons:**

[Baseball Economics 201](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)

**STANDARD E.6.10**

Money and the Role of Financial Institutions

- Students will understand the role of money and financial institutions in a market economy.
  - Formulate a savings or financial investment plan for a future goal.

**Related Lessons:**

[Baseball Economics 201](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 1\)](#)

**STANDARD E.7.1**

Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
  - Define and explain fiscal and monetary policy.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Time Value of Money](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD E.7.2**

Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
  - Define the tools of fiscal and monetary policy.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Time Value of Money](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD E.7.3**

Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
  - Describe the negative impacts of unemployment and unexpected inflation on an economy and how individuals and organizations try to protect themselves.

**Related Lessons:**

[Baseball Economics 201](#)

[Marketplace: The Argentina Barter Fair](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 2\)](#)

**STANDARD E.7.4**

## Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
- Explain how monetary policy affects the level of inflation in the economy.

**Related Lessons:**

[The Productive Blues \(Jeans\)](#)

[The Little Red Hen](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD E.7.5**

## Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
- Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment and economic growth.

**Related Lessons:**

[Marketplace: The Argentina Barter Fair](#)

[Climbing the Savings Mountain](#)

[The Productive Blues \(Jeans\)](#)

**STANDARD E.7.6**

## Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
- Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment and economic growth.

**Related Lessons:**

[The Productive Blues \(Jeans\)](#)

[The Little Red Hen](#)

[Trade to the Tailor](#)

**STANDARD E.7.7**

## Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the

economy.

- Predict possible future effects of the national debt on the individual and the economy.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD E.7.8**

Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
- Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.

**Related Lessons:**

[Phillips Curve](#)

[Marketplace: The Argentina Barter Fair](#)

[One is Silver and the Other's Gold](#)

**STANDARD E.7.9**

Economic Stabilization

- Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.
- Explain how a change in monetary or fiscal policy can impact a student's purchasing decision.

**Related Lessons:**

[Q T Pi Fashions - Learning About Credit Card Use](#)

[Time Value of Money](#)

[Jokes, Quotations, and Cartoons in Economics](#)

**STANDARD E.8.1**

Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Explain the benefits of trade among individuals, regions and countries.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD E.8.2**

Trade

- Students will understand why individuals, businesses and governments trade goods and

services and how trade affects the economies of the world.

- Define and distinguish between absolute and comparative advantage.

**Related Lessons:**

[The Trading Game](#)

[The Family Vacation](#)

[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD E.8.3**

Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Define trade barriers, such as quotas and tariffs.

**Related Lessons:**

[Marketplace: MIT Business Plan Competition](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)

[What's Your Angle?](#)

**STANDARD E.8.4**

Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Explain why countries erect barriers to trade

**Related Lessons:**

[Marketplace: MIT Business Plan Competition](#)

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)

[What's Your Angle?](#)

**STANDARD E.8.5**

Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Explain the difference between balance of trade and balance of payments.

**Related Lessons:**

[The Trading Game](#)

[Transportation: They Say We Had a Revolution \(Part 2\)](#)

[Taxation without Representation?](#)

**STANDARD E.8.6**

Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Compare and contrast labor productivity trends in the United States and other developed countries.

**Related Lessons:**

[Henry Ford and the Model T: A Case Study in Productivity \(Part 3\)](#)  
[What Do People Want to Wear?](#)  
[Lemon Squeeze - The Lemonade Stand](#)

**STANDARD E.8.7**

## Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.

**Related Lessons:**

[The Trading Game](#)  
[The Family Vacation](#)  
[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD E.8.8**

## Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

**Related Lessons:**

[A Perfect Pet](#)  
[Work, Earnings and Economics: Using 'Lyddie' by Katherine Paterson](#)  
[You Can BANK on This! \(Part 2\)](#)

**STANDARD E.8.9**

## Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Evaluate the arguments for and against free trade.

**Related Lessons:**

[The Trading Game](#)  
[The Family Vacation](#)  
[A Pet For Beans from 'Jack and the Beanstalk'](#)

**STANDARD E.8.10**

## Trade

- Students will understand why individuals, businesses and governments trade goods and services and how trade affects the economies of the world.
- Identify skills that individuals need to be successful in the global economy.

**Related Lessons:**

[Trish and Scott's Big Adventure: An Investigation of Regional Housing Costs](#)  
[The Early 1980s: A Tough Time For Home Builders and Mortgage Bankers](#)

Y2K, Currency, Banking, and the Fed

## The Eunoia Charter School of Excellence Safety Plan

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## The Eunoia Charter School of Excellence Safety Plan

### The Basic Process

Crisis situations occur throughout the normal lifespan of everyone. It may be a single occurrence or a series of mishaps. A crisis demands immediate short-term help. If not dealt with at the time it occurs, a crisis often festers, stress increases and it may manifest itself larger in problematic behavior. *A personal crisis is defined as a perception of an event or situation as an intolerable condition or event that disrupts the life-cycle, style and/or daily routine of an individual in such a manner that the person's resources and usual methods of coping, having been exceeded, are no longer effective.* It is possible for an organization or group of individuals (i.e., a school) to experience crisis in a very similar way. *A school crisis can be defined as a perception of an event or situation as an intolerable state of affairs or an event that disrupts the daily routine, process, or function of the school in such a manner that the system's wherewithal and usual course of management, having been surpassed, is no longer efficient.*

There can be many situations or precipitous events that cause a student to enter a state of crisis. Some of those situations might include suicide attempts, successful suicide, loss due to abandonment, death, divorce, separation of a loved one, sexual or physical assault, injury from a severe accident, running away, custody change, domestic violence, and child abuse. Nationally there have been troubling trends of school shootings, drive by shootings, and mass killings from acts of terrorism. The public school is a representational cross section of the community. Students are the pulse of the city, often indicating the community's strengths and weaknesses. With increased violence in communities there is a greater need in education for professional staff such as trained emergency management officials, school counselors, school nurses, and school social workers to be available. A crisis that occurs in the community can spill over into the classroom creating a situation in which a collaborative team approach at intervention is needed.

According to the SAVE Act of 2007, all Indiana schools are required to develop and maintain district and school level emergency response plans (ERP) in conjunction with local emergency response agencies. This ERP is fluid and integrates a multi-hazard approach to planning, involvement from appropriate stakeholders, and establishes an incident command structure synchronized with both district and school level safety teams. Without a safe and orderly learning environment, teachers cannot teach and students cannot learn.

Eunoia Charter School of Excellence Emergency Response Plan was developed after the Institute for School Excellence principals attended training on the Multi-Hazard Emergency Response Incident Command System. This Federal Emergency Management Agency (FEMA) training, conducted in February of 2006, introduced Institute for School Excellence employees to the principles of the Incident Command System (ICS). The Eunoia Charter School of Excellence Emergency Response Plan is patterned after the ICS.

Eunoia Charter School of Excellence recognizes that good safety planning, which includes training and exercising, helps schools prevent emergencies from becoming crises. By definition, a *crisis intervention is reactive*, and occurs *after* an emergency event. A crisis plan is an organized method for reacting to an emergency event. *Emergency planning is active*, enabling schools (as well as communities) to reduce the frequency and magnitude of an



emergency and to respond faster and more appropriately. There are three main types of safety concerns for which Eunoia Charter School of Excellence must plan: natural hazards, technological hazards, and man made hazards. Different hazards may require different types of response by school personnel.

It is necessary that each school maintain the capability to be self-reliant for the period of time necessary until professional response personnel can help. Practiced school personnel can help ensure that students, faculty, and staff are able to take the actions necessary to minimize injury and damage, facilitating a more rapid return to normal school operations. Institute for School Excellence requires that Eunoia Charter School of Excellence maintain an Emergency Preparedness Plan, which includes "... procedures for cases of nuclear or bomb threat, civil disturbance, earthquake, fire, tornado, and other severe weather, and medical emergencies, such as pandemic flu outbreak." These procedures are coordinated whenever possible with emergency response agencies and a written copy is distributed to all staff. Procedures are discussed with students and parents. The principal of each school is responsible for ensuring that sufficient numbers of drills are conducted in order to give instruction and practice in proper actions by staff and students.

### **Steps in the Safety Planning Process**

Planning for school safety is done in an organized, methodical manner. The planning process is a cyclic, continual process involving phases of *preparedness, response, recovery, and mitigation*. Preparedness is a collaborative process, which involves a variety of community representatives. The district maintains a plan that identifies the local community resources available and the best way to access them. Additional government agencies and community resources (such as City Fire and Rescue first-response officials, City Police officers, County Emergency Management Agency, or community mental health providers may be required depending upon the existing situation. The procedures that the district follows will vary depending upon the situation. This plan is reassessed on an annual basis.

#### **Step One – Preparedness:**

**Preparedness** is the process by which Eunoia Charter School of Excellence and community officials developed a plan for responding to potential threatening situations including the steps that should be taken to recover from an emergency. Good planning in Eunoia Charter School of Excellence facilitates a rapid, coordinated, effective response when a safety emergency occurs. Eunoia Charter School of Excellence considers the following steps in maintaining preparedness for safety concerns:

1. Members of the school safety committee determine what emergency or crisis response plans exist in the community.
2. Eunoia Charter School of Excellence leaders review the existing safety and crisis plans with employees on an annual basis.
3. Eunoia Charter School of Excellence has an established procedure for communicating with staff, students, families, and the media.
4. Every teacher in each school is rehearsed in procedures to account for students during a crisis.
5. Information about the physical school facilities, such as maps and location of utility shutoffs is available in the office of each school, the maintenance office, and at the

Institute for School Excellence office. All custodians know how to perform emergency shut off of school utilities including gas.

**Hazard Identification:** The School maintains a safety. The safety committee meets quarterly to discuss safety issues or concerns mentioned from each of the schools and Institute for School Excellence. The safety committee also completes and reviews annual safety inspection reports, as well as reports supplied by the supervisor of maintenance regarding health, fire, or other inspections that have been completed. In addition the safety committee reviews work related accidents to seek solutions.

Hazardous situations that may be reviewed include conditions inside the buildings or on the playgrounds, situations in the community outside the realm of school property (including transportation routes), potentially hazardous situations located either on campus or nearby, preparations for weather related hazards, and the prevention of pandemic illnesses. Examples of potentially hazardous conditions that might be identified include:

- Community Hazards:
  - Weather related hazards*
  - Potential hazards*
    - Commercial/industrial facilities in the vicinity of schools
    - Schools located near major transportation corridors
    - Risks of hazardous material spills, fires, explosions
- Neighborhood Hazards:
  - Playgrounds are secure and free of dangerous materials
  - Assurance that shrubs/ landscaping do not block view of school (posing security threat) or other hazardous condition
- School Buildings:
  - Structural hazards* (How building is likely to respond to strong wind, tornado, earthquake, etc.)
    - Unreinforced masonry construction
    - Broad unsupported roof span
  - Nonstructural Hazards* (Any portion of building not connected to the superstructure)
    - Location of chemical storage (janitorial and chemical labs)
    - Method used in storage of classroom materials
    - Portable room dividers secured
    - Electrical equipment safe
    - Use of unsecured bookshelves and filing cabinets
    - Large panes of glass (including trophy cases)

**Hazard Hunt:** In addition to the annual safety inspection completed by the safety committee, each employee is responsible for maintaining a safe and habitable working environment. Each classroom teacher is responsible for maintaining a safe, well-organized, and clean classroom or working area that is free of hazards. All exits are to be clear of obstructions. Large cabinets and shelving/ storage units are to be loaded properly and secured to the wall. No hazardous chemicals should be stored in the classroom. Emergency evacuation procedures, emergency response charts, and go to kits should be displayed in each room. Safety concerns should be brought to the building principal or supervisor of maintenance immediately

**Home Preparedness:** School personnel are more prepared to focus on their emergency responsibilities at school if they know that all is well at home. Conducting a hazard hunt at home

is a helpful way to identify and plan for emergency situations. All employees are encouraged to have emergency preparedness plans for their own homes.

**Sharing Preparedness Information:** Sharing preparedness information with parents and others in the community demonstrates Eunoia Charter School of Excellence's commitment to ensuring a safe learning environment and provides assurance that the school will respond appropriately to emergency situations. Information is shared in a variety of methods including word of mouth, distribution of materials, letters sent home to parents, and newspaper articles.

### **Step Two – Emergency Response:**

Emergency response involves knowing who in the school and in the community will make critical decisions, how to obtain the necessary resources, what special steps to take if the emergency scene is a crime scene, and what tasks must be completed immediately and by whom. A crisis is the time to follow the crises plan and to make use of emergency response preparations.

- Identify the type of crisis or emergency that is occurring and determine the appropriate response.
- Activate the incident command system
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community
- Monitor how emergency first aid is being administered to the injured
- Decide if more equipment and supplies are needed.

**System Resources:** Eunoia Charter School of Excellence encourages employees to become familiar with emergency planning processes. All employees have been introduced to the incident command system (ICS.) A trained Incident Command Team is operational in each school. Efforts to reduce or eliminate injuries and property damage are paramount. The amount of time required to resume normal operations is to be kept to a minimum. Adequate communication among employees is essential to a safe and effective response. It is critical that each school maintain a method of immediate, two way communication between office staff, employees, and teachers in the classrooms in order to shorten the length of necessary response time. To meet that need we utilize walkie-talkies, radios, cells phones, telephones, emails and the public address system. Eunoia Charter School of Excellence staff are trained in a number of emergency response procedures at each school that include CPR, Emergency First Aid, AED use, threat assessment, conflict management skills, peer mediation techniques, safe restraining techniques, crisis response skills, and more. Faculty and staff demonstrate a degree of professional behavior at all times that promotes responsibility and assures a sense of security among students as well as district employees.

**Community Resources:** Eunoia Charter School of Excellence maintains an ongoing, cooperative, professional relationship with community agencies involved in field of safety and emergency response. Local safety officials, including the City Police Department and the City Fire and Rescue, conduct and observe a variety of drills to determine readiness of each school to handle a variety of potential emergency situations. Representatives from OSHA and TOSHA

are consulted whenever a specific need or concern is brought to the forefront. TEMA and FEMA can also be brought in to assist if the conditions require a response of greater magnitude. All Eunoia Charter School of Excellence employees are trained in emergency procedures on an annual basis during professional development by professional emergency response personnel. In addition, individual consultation is available on an as needed basis.

### **Step Three – Recovery:**

As quickly as an emergency can occur, recovering from one can take time. Depending on the incident, the type and amount of damage, and the number and severity of injuries, recovery activities may be numerous and varied. During recovery, the goal is to return to learning and restore the infrastructure as quickly as possible. In order to meet that goal the following objectives are met:

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff is assessing students for the emotional impact of the crisis.
- Identify what follow-up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that may address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.

**Repair structural/ physical damage:** School leaders must consider the building and surrounding area to ensure that those who learn and work in the building are safe. Much of the damage to the infrastructure may be obvious to the eye. Key recovery considerations for the school building include ensuring that:

- Structural or physical damage to the building is repaired
- Any services that have been disrupted (e.g., utilities) are restored
- The facility is clean and that all health and safety hazards have been removed
- A plan is in place for the resumption of classes (especially if a portion of the building has been damaged to a degree that classes must be temporarily relocated)

**Facilitate Psychological Healing:** Medical and psychological issues resulting from the incident may be harder to recognize and may also be more critical than damage to the infrastructure. Every school counselor is trained and available to assist when dealing with the psychological aftermath of a school tragedy using PREPARE, a postvention curriculum designed to assist students, parents and staff who may have been traumatized.

Key trained school personnel can facilitate the psychological healing of those who have been adversely affected by a school emergency.

- Fear (of the known or unknown) can be extremely debilitating following an emergency. It can cause irrational behavior or even immobilize some people. Students, staff, and parents may feel confused about the situation and afraid of what else could happen.
- Grieving is a normal, healthy, and appropriate response to death or loss which may not pass quickly. Faculty, staff and administrators are not immune from grief. School personnel must expect and accept a wide range of grieving behavior – from screaming, displays of anger, sobbing, silence, or being apparently unaffected – in whatever form it occurs and encourage the natural expression of grief from all who are affected.

- Promoting education in the aftermath of a tragedy can become an opportunity for intense learning by assisting students in exploring their reaction to a crisis, how they can help and learning what is really important in life.
- Planning post-incident response procedures before an emergency actually occurs is a key action for school personnel.

Eunoia Charter School of Excellence plays a major role in the community of Milan, so any serious incident involving a school will have repercussions in the community. School personnel coordinate with community leaders, including mental health professionals and members of the clergy during the planning process to address ways to help the community recover more quickly.

#### **Step Four - Mitigation and Prevention:**

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

**Hazard mitigation:** Hazard mitigation involves any action taken to reduce the loss of life or damage to property from all hazards. Examples of hazard mitigation in Eunoia Charter School of Excellence would include storing classroom equipment in non-breakable containers or storing chemicals safely. Mitigation of community risks is beyond the scope of Eunoia Charter School of Excellence officials. Emergency management personnel use four considerations when determining the risk of mitigating a hazard:

- High risk to life safety
- Number of people at risk
- Cost to mitigate
- Probability of occurrence

Marion County Emergency Management Officials and emergency responders are trained to identify hazards found in the community surrounding Eunoia Charter School of Excellence, steps the community is taking to mitigate community-wide risks, and how school officials can help. Following identification, Eunoia Charter School of Excellence officials pinpoint steps that must be taken and the costs associated with mitigation. Nonstructural hazards that can be mitigated easily and inexpensively (such as bolting free-standing bookshelves to walls) are done as soon as possible. Some hazards cannot be mitigated or are too costly to mitigate. Eunoia Charter School of Excellence officials will continue to assess the probability of these hazards occurring (i.e., the risk) and plan for incidents involving these hazards.

Eunoia Charter School of Excellence exercises the following action steps to promote mitigation within the district:

1. Eunoia Charter School of Excellence staff maintains a close connection with community emergency responders (Milan Police, Milan Fire and Rescue) to identify local hazards.
2. The Eunoia Charter School of Excellence Safety Committee reviews the most recent safety surveys to examine school buildings and grounds at their quarterly meetings.
3. School Directors, with the assistance of the Coordinator of Safe and Drug Free Schools and Communities, are responsible for overseeing violence prevention strategies in their assigned schools.

4. Eunoia Charter School of Excellence employees are encouraged to provide input and feedback during training or when updating the school safety plan.
5. Any relevant incident data is to be reviewed by the school safety committee and/or the Eunoia Charter School of Excellence leadership staff at a debriefing meeting.
6. Each school is responsible for reviewing relevant data to determine existing major problems with regard to student crime and violence and for formulating a method to address these concerns.
7. On an annual basis the leadership team of Eunoia Charter School of Excellence is responsible for assessing the effectiveness of how Eunoia Charter School of Excellence addresses these concerns district wide.

## Summary of Eunoia Charter School of Excellence Comprehensive School Safety Plan

### Required Elements of the Safety Plan

**Assurances:** Eunoia Charter School of Excellence is committed to providing the students, the faculty and staff with a quality experience that will enrich their lives.

- All schools within conform to the standards for safe schools set forth by the state of Indiana.
- Eunoia Charter School of Excellence provides through staff professional development procedures designed to prevent accidents, identify potential acts of violent behavior, and to encourage staff to report conditions that they deem unsafe.
- Representatives from the Indianapolis Police Department and Indianapolis Fire and Rescue Department are encouraged to attend to the school on an ongoing basis to perform site evaluations and staff training.
- Eunoia Charter School of Excellence is supportive of all measures that provide for a safe, healthy learning and work environment.
- Eunoia Charter School of Excellence actively encourages staff, parent, and student interaction to foster a greater understanding and use of safety and health situations.

**Responsibilities:** Appropriate strategies and programs have been designed to maintain a high level of school safety within Eunoia Charter School of Excellence.

### District Level

- Eunoia Charter School of Excellence seeks to be pro-active with regard to safety and health related issues.
- Eunoia Charter School of Excellence seeks to establish district wide health and safety guidelines by reviewing existing school safety information.
- Eunoia Charter School of Excellence will continue to hire certified and non-certified personnel who are highly qualified and competent of performing their responsibilities in a safe and caring manner.
- Eunoia Charter School of Excellence empowers administrators, teachers and staff to remain vigilant in reporting incidents regarding safety and health concerns.
- Eunoia Charter School of Excellence reinforces norms that promote peaceful schools by teaching research based violence prevention programs in all schools.
- Eunoia Charter School of Excellence applies discipline perceived as fair, consistent, and clear by using established disciplinary policies that are age appropriate, clear, and repeatedly communicated to parents and students.
- Eunoia Charter School of Excellence provides buildings and playgrounds that feel safe to students and staff.
- Eunoia Charter School of Excellence provides time and resources for training in the realm of school safety.
- Eunoia Charter School of Excellence provides resources to identify and correct safety and health concerns, and to develop both pro-active and reactive models.
- Eunoia Charter School of Excellence strives to identify students or conditions that might be potential risks to health and safety.

### Responsibilities of All Employees



- Keep up-dated on all matters related to health and safety
- Attend workshops, professional development, in-service programs
- Follow safety guidelines established for Eunoia Charter School of Excellence
- Report conditions which they deem unsafe or unhealthy at once
- Practice responsible judgment with regard to personal safety
- Report all questionable incidents to the Principal

**Action Steps:** The following actions steps have been completed in order to assure that a safe atmosphere enables the productive delivery of supervision and educational services for all who attend and work in the district.

- Eunoia Charter School of Excellence maintains an assessment of the current status of school or school- related crime and disciplinary actions that is updated and reviewed annually. This includes reviewing data on school disciplinary actions, and reporting of disruptive events that may indicate a trend in reoccurring school safety problems.
- Each school in Eunoia Charter School of Excellence has an Emergency Response Team in operation that is trained in the Incident Command System (ICS.)
- The comprehensive school safety plan is reviewed and updated annually.
  - The plan is reviewed with all employees annually.
  - An employee skills survey is completed annually that identifies special trainings, skills, and identifies needs, including emergency contact (next of kin) information.
  - Every employee in the district has received a copy and been trained using the *Emergency Response Plan Quick Reference Guidelines*.
  - Students are made aware of the presence of a safety plan each fall and drills are conducted.
  - The safety plan is communicated with the parents each fall and as needed.
- A school safety committee meets quarterly. This committee is a diverse group comprised of representatives of each school and includes employees from different components of the educational system.
- Eunoia Charter School of Excellence maintains an Emergency Preparedness Plan / Disaster Procedures
- Procedures are in place for safe ingress and egress to and from school, applying to pupils, parents, and school employee. Employees and visitors wear badges. All visitors are required to report to the office. Signs concerning visiting procedures and trespassing are displayed at the entrance to each campus building.
- Disciplinary policies and procedures which could lead to suspension or expulsion are conveyed to staff, students and parents
- A safe and orderly environment conducive to learning is maintained in all schools.
- Rules and procedures on school discipline are reviewed and conveyed to faculty, students, and parents each year.
- School wide dress code that prohibits pupils from wearing "gang-related apparel"
- Sexual harassment policy exists
- Procedures for reporting hate crimes
- "No bullying" position is adopted in all schools. Counselors, teachers, and administrators use various activities designed to prevent bullying
- Eunoia Charter School of Excellence maintains policy and procedures for reporting suspected child abuse which are conveyed to faculty annually
- Safety procedures for transportation included in Transportation Drivers manual
- Safety information is presented in substitute teachers academy





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## **Safety Procedures for Transportation Staff / Contractor**

The Supervisor of Transportation is responsible for maintaining transportation vehicles, supervising and hiring bus drivers, planning bus routes, surveying hazardous road conditions, and assuring the safety of children and adults being transported by Eunoia Charter School of Excellence. This person is based in the central office of Eunoia Charter School of Excellence.

**Radio Base** - Eunoia Charter School of Excellence operates a short wave radio base system to enable effective communication among all bus drivers and the central office. Each bus is equipped with a short wave radio and the base is located in the central office where it is monitored by on an ongoing basis by the supervisor of transportation and designated employees of the central office.

**Monitoring of Buses-** Eunoia Charter School of Excellence employees a variety of methods designed to monitor actions occurring on the buses. Each bus is equipped with a video camera. Many are equipped with digital cameras. Provisions are made for a second adult on buses when there is a need. School bus rules for appropriate behavior are posted in each bus. These rules are also listed in each school agenda, and are distributed to parents at the beginning of the school year. Behavior concerns are addressed ongoing through out the year.

**Emergency Procedures** – All drivers have been trained in Eunoia Charter School of Excellence emergency response procedures. If a bus driver experiences an emergency while driving the route, he/she is to radio the base operation at central office. The drivers are instructed to pull over if necessary and wait for the police / emergency rescue vehicles to arrive. Safety drills are conducted at least twice each year.

**Transportation Routes** – The supervisor of transportation plans, assures, and develops the transportation route that the buses will take. It is adjusted according to the needs of the community. This route is posted in each school office and the central office and is on the Eunoia Charter School of Excellence website (<http://www.eunoiaschools.org/> ) Eunoia Charter School of Excellence encourages the presence of community volunteers to attend the loading and unloading of busses.

**Transportation for the Disabled-** Eunoia Charter School of Excellence operates an especially designed bus that is equipped with a lift and the ability to lock special chairs into place. Special education provides aids to accompany children on this route.

**Passenger Lists** – Passenger lists for all bus routes are maintained at the school site. They are updated as changes occur. Passenger lists are also filed in the school office for each vehicle going on a field trip. Teachers maintain a list of all students on the field trip including emergency information for each student. Teachers carry medical records / information about students who have special medical problems when participating in field trips. At this point drivers do not maintain a current passenger list of their bus routes.

**Qualifications of Drivers-** The Supervisor of Transportation assures that all employees who drive a bus are qualified, and have their CDL. All drivers receive pre-trip route training. They also are required to attend safety training at the beginning of the school year or upon employment.

**Safety of Buses:** The Supervisor of Transportation assures that each bus is inspected annually by the state inspectors. Maintenance is also completed on each bus every 3,000 miles or as needed. The supervisor of Transportation completes a visual check of each bus every month. Each driver is responsible for checking his /her bus every day prior to use.

## Forming the School Emergency Team

The School Director is responsible for overseeing the formation of the Emergency Response Team and is the designated leader. Certain positions in the school lend themselves to team membership. Those may include: assistant principal, school counselor, social worker, nurse, custodian, and secretary, teachers in various specialty areas, cafeteria manager, staff with special knowledge or training, and staff in strategic locations in the building. Each of these individuals has unique knowledge in areas ranging from mental and physical health to students with special needs, and from access to building plans to knowledge of community resources.

Depending on the needs of the school, an emergency team could have any number of staff ranging from approximately 6 to 12, depending on the size of the facility and type of emergency. Although these staff members make up the final School Emergency Response Team, it should be made clear to all staff that each employee will have a role in the implementation of effective emergency management protocols, and each one is responsible for addressing the immediate safety needs of students in their care.

## Summary

There are 5 basic drills that all employees and students should know.

1. Evacuation – Traditionally used in a fire drill.
  - a) Exit the building; go to designated area
  - b) Windows and doors closed but not locked
  - c) Assure all areas are evacuated
  - d) Teachers take class list of students; designated secretary takes student records and sign out sheets
  - e) Wait for all clear to return
2. Drop, Cover, and Hold – Often used for earthquake or tornado drill
  - a) Take shelter immediately;
  - b) Assume safe position away from outside walls:
    - a. Earthquake – get beneath desk, table or bench;
    - b. Tornado- assume kneeling position , head down, hands covering heads
  - c) Stay away from windows and rooms with wide, free, high roof
  - d) Prepare to evacuate if advised to do so using fire drill plan
3. Lockdown – Often used for Intruder drill
  - a) Lock your door (cover windows if possible)
  - b) Turn off lights
  - c) Remove students to area away from doors and windows
  - d) Use cell phone to call police and give status; take direction from police
4. Shelter in Place – Used when hazardous conditions exist on the exterior of the facility
5. Reverse Evacuation – Used when there is threat of harm on the exterior of the building (such as a sniper or hazardous condition on the playground)

## FIRE

Sound the alarm immediately to **evacuate** the building. Notify the fire department by calling 911. Provide important details including location, extent what is burning, and possible breaks in gas and electrical lines or other special hazards.

1. Principal or designee will meet with arriving emergency personnel. The first responder will carry a set of master keys for all doors. A floor plan and an accounting of students and staff will also be provided to the fire department. Teachers are responsible for the students under their supervision and should take attendance accounting for each child.
2. Evacuate the building according to the following procedures:

- a. Students will walk out of the designated exit in a quiet orderly manner. Teachers will accompany class to safe area.
  - b. The classroom windows and door should be closed, if possible, but not locked.
  - c. Students not in the classroom when the alarm sounds, report to their teacher's designated area outside the building. Designated staff will assure that all children are out of the building, checking areas such as restrooms, locker room, etc.
  - d. Teachers will take class lists of students. The designated secretary will take the student records, sign out sheets.
  - e. Students must go a safe distance from the building and must not stand in any driveway or other hard surfaced area. No one should enter the building when the alarm sounds.
  - f. The fire drill plan for evacuating the building is posted in each classroom throughout the year.
3. Notify the Director of Schools at 317.623.3162
  4. Custodian will turn off gas, if possible.
  5. The custodial staff, under the direction of the principal/assistant, will keep access roads open for emergency vehicles.
  6. If a fire occurs near the school, the School Crisis Response Team will determine the course of action as to what occurs in the school.
  7. Students and staff members will be allowed to return to the building at the direction of the principal only upon the recommendation of the fire department.
  8. Decisions regarding school dismissal or other further actions are the prerogative of the Director of Schools.

## **TORNADO**

**Tornado Watch:** Conditions are favorable for tornado or severe weather. Make staff aware, but take no action.

**Tornado Warning:** Tornado has been sighted- take shelter immediately.

1. Sound alarm. **Take shelter** immediately.
2. Students in unsafe locations at the time of the drill will go to assigned locations at the directions of the teacher. Take class rosters with them. Stay away from windows and avoid auditoriums, gyms, or any room with a wide, free, high roof.
3. Students and staff should proceed to their designated tornado safe locations and assume a position against the wall in a kneeling position, head down, with hands covering their heads. Teachers are to close classroom doors after students.

4. Teachers should verify student classroom count, see that students are in the correct position, and then kneel beside the class in the correct position.
5. No students are to leave the building until the all clear is given.
6. If damage or injury is sustained, use 911 to notify authorities and get help.
7. The all-clear signal will be a verbal or PA announcement by principal or designee.

#### **After a Tornado or a Destructive Storm:**

1. Principal should provide all directives.
2. Notify Fire Department, Police, and Director of Schools if necessary.
3. Account for all students and communicate this to Principal.
4. Be ready to give injury status to EMS when they arrive.
5. Beware of contaminated food, water, ruptured gas lines and wet electrical equipment.
6. Resume classes only after a determination of building safety has been communicated.

#### **EARTHQUAKE**

##### **If Indoors:**

1. Do not panic. If you are protected from falling objects, the rolling motion of the earth is frightening but not dangerous.
2. To protect yourself from falling objects, **take cover** in this manner:
  - Get beneath a desk, table, or bench. If possible, cover head with coat or other clothing to minimize injury
  - If no cover is available, get against inside doorway or crouch against inside wall and cover head. Stay away from outside walls. If in a lavatory or other room with no desks or furniture, get against an inside wall or inside doorway and crouch.

##### **If Outdoors:**

1. Move quickly away from building and away from overhead electrical wires.
2. Lie flat, face down and wait for shocks to subside.
3. Take roll count of students and report to person in charge as soon as safe.
4. Do not attempt to enter building until authorized to do so.
5. Do not light fires or touch fallen wires.
6. Be alert for instructions from person in charge.

##### **After the Shaking Stops:**

1. Evacuate and move to open areas away from buildings.
2. Avoid power lines, trees and other objects that might fall on students.

3. Do not enter buildings until authorities have checked them for possible structural damage, leaking gas lines, and other utility disruptions.
4. Take roll, account for all students, and report to principal.
5. Do not use any open flames while inside the building.
6. Monitor radio/ TV broadcasts for latest bulletins.
7. Use discretion in implementing dismissal policies (depending on the state of communications, availability of transportation, and damage to school buildings, residential areas and transportation routes).

### **Assess Damage to Building Structure**

#### **Structural Damage: Custodian Checklist**

1. Cut off electricity, gas, and water supplies only if directed to do so by the person in charge.
2. In the event of an earthquake/explosion or crisis that damages the building, provide the person in charge with condition report and damage survey. Always send two people for initial damage assessment.
3. Immediately contact the maintenance department and report emergency actions taken.

### **EARTHQUAKE**

#### **Assess Damage to Building Structure, cont.**

#### **If Indoors: Teacher's Checklist**

1. If advised by person in charge, stay in your room and immediately take roll count of students.
2. Take protective action if building is threatened.
  - a. Keep children away from windows and outside walls.
  - b. Take shelter under desks, tables, and heavy furniture.
  - c. Move from under light fixtures and other suspended objects.
  - d. Turn off or disconnect any electrical or gas operated appliances.
  - e. Be alert of any developing threats such as broken water pipes or electrical wires.
  - f. Communicate roll count of students and situation to the person in charge as soon as it is safe.
  - g. Be prepared to evacuate if advised to do so using fire drill plan
  - h. If advised to evacuate, follow the fire drill plan.
  - i. **EARTHQUAKE ONLY**- leave doors to room open to prevent jamming.

#### **If Outdoors: Teacher's Checklist**

- a. Move away from building to open space
- b. Avoid overhead wires and utility poles



- c. Lie flat, face down. Wait for earth to stop moving. The rolling motion of the earth is frightening, but not dangerous.
- d. Keep students assembled and take roll. Be prepared to provide this information to the person in charge.
- e. Do not light fires or touch fallen wires.
- f. Do not enter building until authorized to do so. Be alert for instructions from person in charge.

### **HAZARDOUS MATERIALS /SPILLS**

The main threat is toxic fumes. Keep students inside unless told to evacuate. Tell students and staff what has happened and what they are to do.

#### **If Evacuation is Necessary:**

- 1. Move upwind and or perpendicular to the direction of the wind; never move parallel to the direction of the wind (which may be carrying toxic fumes).
- 2. Don't step in spilled material.
- 3. Upon reaching a point of safety, take roll and account for all students.
- 4. If students must be moved to an alternate location, the director of transportation is on standby to coordinate this move. If there is a train derailment, the railroad and emergency management will be advised and will react immediately by notifying the director of schools.

### **GAS LEAK / GAS LINE BREAK**

Natural gas leaks may bring danger of explosion. Natural gas is mixed with Tertiary Butyl Mercaptan to give it an odor. The gas goes up and the odor goes down.

#### **If a leak is in or near a building, proceed as follows:**

- 1. **Evacuate** the building immediately by fire drill procedures.
- 2. Call 911: give the name, location, and reason for calling. Request fire, police, EMS assistance.
- 3. Call gas company for your area.

4. Call the person in charge.
5. Shut off main valve.
6. Open all windows if possible.
7. Call maintenance department.
8. Keep students at a safe distance until the problem has been corrected; seek alternate housing if necessary.

### **UNEXPECTED EXPLOSIONS**

1. Determine location and extent of explosion.
2. Call 911.
3. Evacuate building using fire evacuation procedures unless special conditions warrant special instructions.
4. Assist with injured or wounded.
5. Notify Director of Schools.
6. Secure areas until authorities arrive.
7. Send school representative to meet emergency first respondent to explain situation.
8. If an explosion occurs prior to evacuation, students should seek cover under their desks, if possible. At all times they should cover their heads with hands or books and assume a kneeling, face down position on the floor until flying debris ceases.

### **BOMB THREAT**

**Note: Portable radios/cell phones should not be used during a bomb threat incident.**

**If a bomb threat is made, obtain as many details as possible.**

1. Call 911; notify the telephone company as soon as possible. Notify the Director of Schools.
2. If the principal /designee decides, evacuate the building and follow bomb threat procedures.
3. Evacuate by moving to a normal evacuation area or alternative safe area. Stay in the evacuation area until principal sounds "all clear".
4. If the principal/designee decides that there is a need to search the building, the search will be conducted by School Director with assistance of police and fire department officials.

### **If You Receive the Bomb Threat Call Try to Determine:**

- Is voice familiar? Who does it sound like? What is exact wording of threat?
- What are the background sounds? (street, PA system, voices, motor, local sounds, animal noises, static, music, house noises, machinery)
- What is the caller's language? (well spoken, foul, taped, message read by threat-maker, irrational, incoherent, etc.)
- What does the caller's voice sound like? (raspy, calm, angry, excited, slow, rapid, soft, loud, laughter, crying, normal, distinct, slurred, whispered, nasal, stutter, lisp, raspy, deep,

ragged, clearly threatening threat, deep breathing, croaking voice, disguised, accent, familiar, etc.)

- The sex, culture, and approximate age of the caller.
- The phone number from where the call is made.

**Bomb Threat Call Check List: *(to be placed by each phone)***

- When is bomb going to explode?
- Where is bomb located?
- What does bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Did you (the caller) place the bomb?
- Why did you (the caller) place the bomb?
- What is your name?
- What is your address? Where do you live?

**INTRUDER, SUSPICIOUS, OR UNKNOWN PERSON IN BUILDING**

Loitering in a school building, on a school campus, or near a school campus is a misdemeanor.

**Personnel noticing unwanted intruders or suspicious persons in a school building or on the campus grounds should:**

1. Notify the principal, director of schools, and/or police.
2. Identify intruder if possible.
3. Only observe stranger until additional help arrives for office before approaching. Ask person for identification, determine nature of their presence, and direct and /or accompany them to the office.
4. The administrator will direct strangers who fail to identify themselves as to their business at school to leave campus immediately.
5. Never attempt to physically remove the stranger from the premises. If intruder becomes violent, signal teachers to lock down if necessary.
6. Check periodically to make sure the stranger has not reappeared on campus. The principal may want to give staff members a description of the person in the event he may return to campus.
7. Initiate low level lockdown.

*Note:* If there is any in trepidation at approaching a stranger in the facility, contact the office immediately. Keep your distance. Follow the individual. Keep administration alert to strangers' whereabouts via phone or intercom.

**ABDUCTION**

**In the event of abduction, use the following procedures:**

1. If abduction was not witnessed, verify that the child is missing. Have building searched.
2. Call 911 immediately, and then call parents.
3. If witnessed, gather facts about the abduction and a description of the abductor from witnesses.
4. Notify Director of Schools.
5. Convene crisis response team.
6. Decide on a plan of action.
7. Meet with faculty. Advise teachers about sharing appropriate information with students. Protect the student's privacy concerning sexual molestation.
8. Visit classrooms, if requested.
9. Prepare a statement for media. Ask police about what information may be released.
10. Prepare fact sheet for those answering phone inquiries.
11. If concern exists about additional abductions, send letters home to parents.
12. Prepare classmates to be supportive when the child is returned.
13. Provide follow-up counseling as needed.

**HOSTAGE**

1. Office will notify 911 and Director of Schools immediately.
2. Initiate lock down procedure. Use best judgment to determine evacuation or continued lock down of students and staff near the hostage area.
3. Gather all facts regarding the situation for police. Keep notes on times, any communications from the person holding the hostage, and other witness information.
4. Provide law enforcement with floor plan of school and arrange for necessary assistance.
5. Follow directions of law enforcement as to appropriate action concerning movement of students.

**If you are a hostage, or if your class is being held hostage, the following actions are recommended:**

1. Move very slowly. Keep your distance. Attempt to keep some obstacle between you and the person with the weapon (door, desk, or wall). This is for your safety. In hostage situations, front line negotiators do not put themselves in visible contact with the hostage taker. They talk around the corner or through the door.
2. If already visible, keep constant eye contact.
3. Ask the person to put the weapon down. They might say they may still use it. Agree, but indicate that it will be a little easier to talk, even if they lay it down beside them or put it in their pocket. If they refuse, tell them it is okay.
4. Never argue with them. Simply ask questions. Listen.
5. Ask them to take a deep breath and relax. Reassure them that you know they really do not want to hurt anyone.

6. Make no quick, sudden, unannounced moves. If you are going to move, tell them beforehand what you would like to do.
7. Do as they say.
8. Do not promise that something that cannot be delivered. This will only anger them and they will see this as insincerity, or as you are thinking they are "stupid".
9. Ask them if it is okay for the other students to leave. Try to calm the students – the calmer they are, the safer they are.
10. Never hold out your hand and ask the person to turn the weapon over to you. Again, ask them to put it down. Giving over their weapon will trigger an intense vulnerability that can trigger a sudden change to regain control and may result in the use of the weapon. If you are close enough to be holding out your hand, you are close enough to become a victim.
11. Maintain a non-threatening pose. Keep your hands at your sides or folded. Do not make any sudden or fast moves.
12. Keep talking, asking, paraphrasing, and listening. At some point talk about the fact that no one needs to be harmed and that neither you, nor anyone else, intend to harm them, and they can have some help with what has happened.
13. Buy time. Communicating is an effort to buy time until trained help arrives. When they arrive do exactly what they tell you to do.

**This may be a critical life and death situation.** Do not keep walking toward the person who has the weapon when they say "Stop". Do not hold out your hand for the weapon. Do not intimidate. Do not refuse to do what they tell you to do. Do not lie, joke, or make fun. Do not underestimate the impulsiveness and ability of the hostage taker to seriously injure or kill.

### **CRITICAL ILLNESSES / ACCIDENTS**

Parent / guardian must be notified when injuries or illnesses occur on campus or at school activities. Notify Principal who will locate parent/guardian and school nurse.

- Administer first aid.
- Call 911 for EMS to transport if needed.
- Locate student health card to accompany student to hospital or clinic.

### **Immediate Measures To Be Taken After A Critical Accident**

1. Assess the scene; is it safe?
2. Make a list of victims in the accident.
3. Was there a mechanism involved in the accident?
4. Address life threatening injury
5. Check airway (head tilt; chin lift)

6. Check breathing (rescue breathing)
7. Check circulation : pulses at neck (compression)
8. If trained personnel are available, call on them to assist in life saving care.
9. Stay with victims. Help with first aid support.

### **When Calling 911, Expect to be Asked**

- Nature of the incident?
- How many victims?
- Where are you (address)?
- Is (are) patients unconscious, not breathing, or bleeding severely?
- Who is the caller?
- How do emergency vehicles get there?

### **DEATH / SUICIDE OF STUDENT / STAFF / PARENT**

1. Inform Principal. If after school hours, Principal will inform staff via telephone tree or a called staff meeting.
2. Instruction will be given about classroom announcement, Crisis Team role, and schedule adjustments in a staff meeting before the next school day.
3. Handout material will be provided by Crisis Team/ Administration.
4. All media will be directed to Principal or Director of Schools.
5. At risk students will be referred to Crisis Team for assistance.
6. Follow "Be Prepared To" section under "Following a *Death/Suicide of Student / Staff Member*" below.

### **A STUDENT WHO IS SUICIDAL**

#### **Legal Responsibility**

- Any verbal reference by a student to suicide, to dying, ending his or her life must be immediately reported to school administration.
- Stay with the student. Maintain constant visual contact with student until crisis team member arrives to escort the student for evaluation by Specialized Crisis Services.
- Never delay reporting. This reporting includes a third party reference such as another student disclosing their concern for their friend who has been talking about suicide.

#### **Suicide Attempted at School: A Medical Emergency**

- Call 911 immediately.
- Initiate appropriate life saving measures.

#### **Should Suicide Occur at School**

Contact office immediately. **DO NOT LEAVE THE SCENE TO DO SO.** The office will contact the police.

- Secure the scene. Do not allow other students visual access to the body.
- Do not remove or touch anything at the scene.
- Administration and Crisis Team members will thereafter initiate all necessary procedures.

## **FOLLOWING DEATH/SUICIDE OF STUDENT OR STAFF**

### **Be Prepared To**

- Follow attached *Crisis Management Team Action Plan*
- Attend a staff meeting before or after school.
- Read an announcement to your classroom.
- Struggle with students' emotional reactions, as well as your own.
- Ask questions of the administration and Crisis Team members as to what to be prepared to say.
- Refer students having a difficult time using the crisis protocol for referral as directed at the staff meeting.

### ***FOLLOWING DEATH/SUICIDE OF STUDENT OR STAFF, cont.***

- Give input to administration and crisis team members as to what procedures were and were not helpful, recommendations to make the next day easier, to identify additional students about whom you are concerned, etc.

### **Be Prepared For**

- Numerous emotional reactions from hysteria to numbness to disbelief.
- Questions regarding "Why?"
- Your own emotional reactions that may lead to uncertainty in what to say and do.
- Students who want to place blame and may trigger anger and fighting in friends of the victim.
- A difficult day. Be flexible and ready to ask for help at times, especially if the victim was in your class or his/her close friends your students.

## **STUDENT THREAT OR DISTURBANCE**

Unruly or disruptive behavior on the part of several students should be handled as follows:

### **Life –Threatening Student Disturbances**

When a life-threatening statement is made or a behavior is exhibited that appears to indicate a life-threatening situation:

1. Notify Principal who will call for assistance from police, guidance counselor, social worker, or crisis counselor as necessary
2. Notify parents
3. Notify Director of Schools if necessary
4. Have student assessed by a crisis counselor or school counselor
5. Determine appropriate action based on this professional assessment

### **Non-Life Threatening Student Disturbances**

1. If the behavior is not serious, attempt to have students return to their normal school routine.

2. Call for law enforcement assistance if the disruption continues or if injury occurs
3. If the behavior could result in injury or further disruption try to get disruptive students or their leaders isolated from the general student body
4. Notify parents
5. Notify the Director of Schools
6. School Crisis Response Team members discern the basis for the problem and take action to address those concerns
7. Determine what disciplinary action to take, if any.

**Student Walk-Out Procedures**

- Assign administrative security
- Notify Director of Schools
- Advise police department if necessary
- Inform parents

**STUDENT WITH A WEAPON – NOT IN USE**

**Should one become aware that a student may have a weapon either on his/her person, in a school bag, locker, desk, etc.:**

1. Notify office
2. The office will dispatch an administrator. If it is a firearm, the office will notify law enforcement. The administrator and/or law enforcement officer will remove the weapon from the student.
3. Director of school will be notified
4. When administrator and office arrive, inform the student calmly that there is a message from home and that he or she needs to go to the office.

*The intent is to remove the student from the presence of others who could become potential victims, and to transfer that student to those assigned and trained to disarm.*

*(The administrator could come into the classroom and ask the student out, but that may be too intimidating and cause the student to initiate the use of the weapon.)*

5. Do not ask a student to hand over a weapon. Do not attempt to take a weapon from a student. Critical injury and /or death can result.
6. If a student is thought to be carrying a weapon, do not attempt to have the student give up that weapon in the presence of others. That weapon represents power. To attempt to remove a weapon in the presence of others can trigger the need for that student to demonstrate that power. Always attempt to non-alarmingly isolate the student.

**WEAPONS - SHOOTING IN PROGRESS**

1. Call the office- Provide factual information as to the shooters location, and if possible, type of gun, number of shooters.



2. Call 911. (Note: The situation may dictate a call to 911 immediately. If shots have been fired, do not rely on others to immediately call for help. Denial that gunshots were actually fired may be a response from some.)
3. Initiate lockdown procedures with the students in your care.

**4. Lock down** during a shooting includes:

- Lock your door (pull shade down if applicable)
- Turn off your lights
- Remove students to an area away from doors and windows.
- Check for cell phones. If available call police and give your status. Take direction from police.

### AFTER A SCHOOL SHOOTING

**Be prepared to:**

- Take direction from administration and Crisis Team members.
- Have students look to you to be a source of comfort
- Experience a wide range of acute stress reactions (specific reactions will be in handout material provided by the crisis team)
- Experience numbness, shock, denial, disbelief, betrayal, powerlessness, fear, terror, worry, profound hurt, confusion as to what to do, physical illness, and more.
- Be approached by the media. DO NOT allow yourself to be interviewed. Direct inquiries to the principal and director of schools.
- Hear rumors and people placing blame. (Immediately report any rumors to the established Crisis Command Center. Younger children often react more to adult reactions in their environment than to the actual situation.)
- Be interviewed by the police.
- Find it difficult to go home or go back into school.
- Provide younger elementary children basic needs such as food, the need for their routine to continue, the need for reassurance.
- Need to consult with the child trauma specialists as to how to respond to the younger children or care for yourself

- Be debriefed
- Experience varied political, community challenges regarding safety and management.
- See a change in students' ability to focus and concentrate.

**If you are a *Primary Target* in an indoor attack by gunfire initiate “Active Shooter” protocol:**

- High level lock down
- Stay low and away from all windows
- Take direction from designated personnel
- Do not evacuate until directed. Take directions from administrators

**OUTDOOR ATTACK BY GUNFIRE, MISSILES, EXPLOSIVES**

- Evacuate
- Avoid parking lots where car bombs and snipers may be located
- Run in “zigzag” fashion while staying low
- Stay alert by looking ahead and, if possible, to the left and right sides.
- Do not look behind as this may cause you to lose your footing, stumble, and become an easier target.
- Run as far as possible away from the area. In such situations, police and other agencies will be in the area in minutes.
- Move toward the police. Follow their directions. Stop if ordered to do so.
- If others are disoriented, grab their hand and lead them out.

**If in target area but not under attack**

- High level lock down procedures
- Take directions from administrators. (FBI, FEMA, and other agencies will move quickly to safely protect those not yet under attack.)

**SENDING OUT AN S.O.S.**

During a crisis one cannot be guaranteed of communications between a classroom and emergency personnel. A simple, recognized method that will alert SWAT Team members of an injured person in a classroom is the use of three color coded cards. In a life threatening emergency, all school personnel must know to tape a card in the window and to slide the corresponding one under the door into the main hallway. These cards are attached to this chart.

- **RED** card –life threatening emergency; immediate help is needed in this classroom
- **YELLOW** card – there are injuries in the room, but they are not life threatening.
- **GREEN** card – no injuries in this room

**Note:** Over use of cell phones can shut down a cell site. Preparation also includes a 2 – way radio system and communication by email to a central Internet address that can be monitored.

## **ALTERNATE SCHOOL LOCATIONS**

In the event that a school needs to be evacuated (flooding, chemical spill, explosion, etc), the designated personnel will contact the Director of Transportation. They will make arrangements to transport students to an alternate school location. Although pre-designated, the location will be confirmed at the time of the emergency prior to transporting children.

- Indianapolis Elementary School – alternate location is Indianapolis Middle School
- Indianapolis Middle School- alternate location is Indianapolis Elementary School
- Indianapolis High School – alternate location is Indianapolis Middle School

Some special education students may need special transportation.

### **Accounting for Children**

Once at the evacuation site, the teacher must immediately identify whether there are extra students, students missing, or all accounted for. Notification will be signified via use of two sided color coded sign (red on one side signals missing child/green on alternate side signifies all accounted for), Staff holds sign high above head until visual acknowledgement from administrative designee. Notification of missing or extra students will be sent to a centralized staging area to aid in locating children who are not with their class.

## **AFTER SCHOOL EMERGENCY**

### **Pre-Planning For After School Event:**

1. Arrange for on-site security for after school spectator events. (Notify police department)
2. Arrange for on-site emergency medical service personnel for athletic events that have an increased potential for injuries.
3. Insure that communications equipment is available and in working order (e.g. public address systems, portable two-way radio, cellular phone.)
4. Insure adequate staffing for event.

Note: In the event that the school facility has been rented for an event, insure that all safety criteria has been referenced and contract required by policy has been signed.

### **Action Steps For An After School Emergency:**

1. Provide necessary immediate first aid
2. Contact required emergency assistance (e.g. police, fire, EMS) through 911, if not immediately available.
3. Secure immediate area if criminal activity is suspected. Assess extent of situation and identify witnesses.
4. Restore calm among students and others in attendance.
5. Assist emergency service personnel as needed.
6. Notify school and/or district administration.
7. Contact parent(s) / guardian(s) of involved students.

### **OFF CAMPUS EMERGENCY**

- Contact Principal/ Transportation office.
- Maintain communication with administration providing frequent updates.
- If media arrives, instruct them that someone from the Director's office will be arriving to answer questions and/or can be contacted for an interview.

### **Field Trip Safety Protocol**

- Approval of Principal
- *Field Trip Permission Form* completed by parent/guardian (include work, home and other emergency numbers)
- Keep a copy of participant roster including bus assignments, itineraries, routes, schedules on file at school office and with driver and teacher
- Name tags for elementary children if necessary

### **BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN**

**Hand Washing-** Proper hand washing methods should be utilized by all staff members to protect themselves and others from types of infectious materials.

**Personal Protective Equipment –** Personal protective equipment will be provided and used to protect employees from the hazards of contact with infected material. Gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Protective gloves are located in the school office and the custodian's supply room.

Protective gloves **MUST BE WORN** when:

- Emptying trash cans
- Handling sharp objects or containers
- Cleaning body fluid spills including vomit
- Cleaning or handling contaminated equipment
- Cleaning or handling contaminated laundry or clothing
- Caring for minor wounds (cuts, scrapes, bloody noses, etc)
- Handling clothing soiled by incontinence, including diapers.

**Waste Handling and Disposal –** Contaminated waste and bio-hazardous waste are both wastes which must be handled and disposed of using special precautions. Labels or color codes will be used on containers for storage of hazardous items to increase awareness of the dangers. OSHA requires the use of "BIO-HAZARD" signs on such material.

**Work Practice Controls-** Thorough cleaning using an antiseptic cleaner provided by the School shall be done in the event hand washing facilities are not readily available. If this alternative method is used hands must be washed with soap and running water as soon as possible. Cleanup kits are located in the custodial supply rooms.

Any surface contaminated with blood or other potentially infectious materials must be cleaned after each use and at the end of the day with material provided in the clean up kit or soap and

water and then rinsed with an EPA approved disinfectant product and placed in a dryer or handled by a commercial cleaning firm.

Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, or by staff without appropriate puncture proof gloves or mechanical devices such as broom, brush, and dust pan. Needles, syringes, and other sharp objects must be disposed of in an OSHA approved biological hazard container that is appropriately labeled or color coded. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily.

Maximum protection (gloves, face, and/or eye protection and gowns) is required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Eating, drinking, applying cosmetics, and handling contact lenses are prohibited in work areas where there is a risk of occupational exposure.

Note: Students should never be allowed to assist in the clean up of bodily fluids from other students or staff.

### **Suggested Guidelines for Emergency Response Kit/ Emergency Tools**

Each school will have the following materials readily available for use should they be needed in an emergency situation:

- phone numbers of critical crisis team members and staff
- emergency resource list
- school safety manual/ crisis response protocol (flip chart)
- blue prints of facilities (keep a copy on file in central office )
- building layout of classrooms
- teacher rosters, attendance rosters
- complete set of master keys
- fire alarm turn-off procedure
- sprinkler system turn -off procedure
- utility shut-off valves
- gas line and utility line lay out (keep a copy in central office)
- cable television shut-off
- student/employee photos – yearbook
- designated evacuation sites
- bullhorn

In addition, each classroom should have a “**Go To**” kit containing materials that might be needed during an emergency. Materials should be kept in an air tight container that is easily recognizable.

Suggested first aid supplies for “go to” kit:

hydrogen peroxide

band aids

steri-strips

|                               |                         |                        |
|-------------------------------|-------------------------|------------------------|
| gauze rolls                   | anti-bacterial ointment | cotton tip applicators |
| iodine                        | tape                    | instant eye packs      |
| sterile pads                  | safety pins             | CPR shields            |
| first aid handbook            | alcohol swabs           | scissors               |
| tweezers                      | ace bandages            | disposable gloves      |
| waterless anti-bacterial soap | eye patches             |                        |

Other suggested supplies for "Go To" kit:

|                                  |                 |                          |
|----------------------------------|-----------------|--------------------------|
| matches                          | flashlights     | candles                  |
| battery operated radio           | cell phone      | bottles water            |
| knife                            | duct tape       | large plastic trash bags |
| batteries for flashlight / radio | sheets/blankets | whistle                  |
| pens, pencils, cards             | clipboard       | water                    |

### **PRINCIPAL'S ANNUAL CHECKLIST**

- Ascertain that a Response Plan is prominently place in administrative /counseling offices and in each classroom.
- Confirm that each manual and checklist has current names of the Crisis Response Team.
- Determine a command post in your building (that location where a person in charge or his designee can be found at all times, usually in the office) also there is access to a telephone radio. Appoint a person to stay by the phone or radio. District radio should be turned to the "Emergency Channel".
- Assign written chain of command (person in charge) in your building and have posted in the building administrative office. Record names on the tab "References Unique to your Building."
- Have first aid equipment and instructions in several designated areas in your building.
- Review teacher checklist with staff at the beginning of the school year and be certain each teacher has this list in his/her classroom/office.
- Review custodian checklist with staff at the beginning of the year and be certain each custodian has this list immediately available in his office.
- When in a "Crisis Mode", it is mandatory that every member of the Crisis Response Team wear an identification badge. Determine that all appropriate persons have a name badge.
- Schedule / attend meetings for the Crisis team. Set an agenda.
- Identify employee emergency skills (CPR, First Aid, etc) and interests each school year; arrange for additional training if necessary.

### **Appendix B: Hazard Identification Guidelines**

This check list is completed annually by members of the safety committee of each school and is discussed in the quarterly safety meeting. It is intended to assist with the hazard identification and risk analysis process. Many hazards can be reduced substantially or eliminated with little effort and no cost. Other hazard mitigation measures may be phased into the routine maintenance schedule. More costly measures may require a long-term hazard reduction plan.

## Appendix C: Incident Response Job Descriptions

The job aids in this appendix are to be used for drills, exercises, and real emergencies. Document all actions taken.

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**Command Section: Incident Commander****Responsibilities:**

The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.

**Start-up Actions**

- Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).
- Assess the type and scope of emergency.
- Determine the threat to human life and structures.
- Implement the emergency plan and hazard-specific procedures.
- Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
- Activate functions and assign positions as needed.
- Fill in the Incident Assignments form.
- Appoint a backup or alternate Incident Commander (as described in the emergency plan).



## Command Section: Incident Commander (Continued)

### Ongoing

### Operational

### Duties:

- Continue to monitor and assess the total school situation:
  - ◆ View the site map periodically for search and rescue progress and damage assessment information.
  - ◆ Check with chiefs for periodic updates.
  - ◆ Reassign personnel as needed.
- Report (through Communications) to the central office on the status of students, staff, and facility, as needed (Site Status Report).
- Develop and communicate revised incident action plans as needed.
- Begin student release when appropriate.
- ☞ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.
- Authorize the release of information.
- Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)
- Remain on and in charge of your campus until redirected or released by the superintendent.

**Command Section: Incident Commander** (Continued)

**Closing Down:**

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an "all clear," contact the central office before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Announce the termination of the emergency and proceed with recovery operations if necessary.

**Command Post**

**Equipment/**

**Supplies:**

- Campus map
- Master keys
- Staff and student rosters
- Disaster response forms
- Emergency plan
- Duplicate rosters (two sets)
- Tables and chairs (if Command Post is outdoors)
- Vests (if available)
- Job description clipboards
- Command Post tray (pens, etc.)
- School district radio
- Campus two-way radios
- AM/FM radio (battery)
- Bullhorn

### **Command Section: Safety Officer**

#### **Responsibilities:**

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.

#### **Start-Up Actions:**

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received.
  - Action taken.
  - Decision justification and documentation.
  - Requests filled.

#### **Operational Duties:**

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as cascading events, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

#### **Closing Down:**

- When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Return equipment and reusable supplies to Logistics.

#### **Equipment/ Supplies:**

- Vest or position identifier, if available
- Hard hat, if available
- Clipboard, paper, pens
- Two-way radio, if available

**Command Section: Public Information Officer (PIO)****Personnel:**

Available staff with assistance from available volunteers

**Policy:**

The public has the right and need to know important information related to an emergency/disaster at the school site **as soon as it is available.**

The PIO acts as the official spokesperson for the school site in an emergency situation. The superintendent will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.

News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).

Information released must be consistent, accurate, and timely.

**Start-Up Actions:**

- In most cases the Central Office will serve as a "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the PIO (by vest, visor, sign, etc.)
- Consult with the district PIO (superintendent) to coordinate information release.
- Assess the situation and obtain a statement from the Incident Commander. Record it if possible.
- Advise arriving media that the site is preparing a press release and the approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, record media briefings. Keep all documentation to support the history of the event.

## Command Section: Public Information Officer (PIO) (Continued)

### Operational Duties:

- Keep up to date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
  - Reassurance (EGBOK— “Everything’s going to be OK.”)
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use.
  - Best routes to the school, if known and if appropriate.
  - Any information the school wishes to be released to the public.
- **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”
- Remind school staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.
- Update information periodically with the Incident Commander.
- Ensure that announcements and other information are translated into other languages as needed.
- Monitor news broadcasts about the incident. Correct any misinformation heard.

### Closing Down:

- At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Command Section: Public Information Officer (PIO) (Continued)****Equipment/****Supplies:**

- Public information kit consists of:
  - ID vest
  - Battery-operated AM/FM radio
  - Paper/pencils/marketing pens
  - Scotch tape/masking tape
  - Scissors
  - School site map(s) and area maps
    - 8-1/2 x 11 handouts
    - Laminated poster board size for display
- Forms:
  - Disaster Public Information Release Work Sheet
  - Sample Public Information Release

## Command Section: Liaison Officer

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.                                                                                                                                                                                                                                             |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Determine your personal operating location and set it up as necessary.</li> <li>▪ Obtain the necessary equipment and supplies from Logistics.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.</li> </ul> |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ Brief agency representatives on the current situation, priorities, and incident action plan.</li> <li>▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.</li> <li>▪ Provide periodic update briefings to agency representatives as necessary.</li> </ul>                                                                                                                                                |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> <li>▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>                                                                                                     |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Vest or position identifier, if available</li> <li>▪ Two-way radio, if available</li> <li>▪ Clipboard, paper, pens</li> </ul>                                                                                                                                                                                                                                                                                                                               |

**Operations Section: Operations Section Chief****Responsibilities:**

The Operations Chief manages the direct response to the disaster, which can include:

- Site Facility Check/Security
- Search and Rescue
- Medical
- Student Care
- Student Release

**Start-Up Actions:**

- Check in with the Incident Commander for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

**Operational Duties:**

- Assume the duties of all operations positions until staff are available and assigned.
- As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations, if necessary.
- As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- Inform the Planning Section Chief of operations tasks and priorities.
- Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign staff within the section as needed.



**Operations Section: Operations Section Chief** (Continued)

**Closing Down:**

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies:**

- Vest or position identifier, if available
- S&R equipment
- Two-way radio
- Job description clipboard, paper, pens
- Maps:
  - Search and rescue maps
  - Large campus map

## Operations Section: Site Facility Check/Security

### Personnel:

Staff as assigned. Work in pairs.

### Responsibilities:

Take no action that will endanger yourself.

### Start Up Actions:

- Wear hard hat and orange identification vest, if available.
- Take appropriate tools, job description clipboard, and radio.
- Put batteries in flashlight if necessary.

### Operational duties:

As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.

 **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

- Lock gates and major external doors.
- Locate, control and extinguish small fires as necessary.
- Check gas meter and, *if gas is leaking*, shut down the gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that the campus is "locked down" and report the same to the Command Post.
- Advise the Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety.
- Route fire, rescue, and police, as appropriate.
- Direct all requests for information to the Public Information Officer.

### Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Operations Section: Site Facility Check/Security (Continued)****Equipment/****Supplies:**

- Vest, hard hat, work gloves, and whistle.
- Campus two-way radio, master keys, and clipboard with job description.
- Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools—for gas and water (crescent wrench)

## Operations Section: Search and Rescue Team Leader

### Safety Rules:

Use the buddy system: Assign a minimum of 2 persons to each team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. **Follow all operational and safety procedures.**

### Start-up Actions:

- Obtain all necessary equipment from container. (See list below.)
- Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- Assign teams based on available manpower, minimum 2 persons per team.

### Operational Duties:

- Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- Remain at the Command Post in radio contact with S&R Teams.
- Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.
- If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.
- Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.
- Keep radio communication brief and simple. No codes.

 **Remember:** if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

### Closing Down:

- Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment.
- Provide maps and logs to the Documentation Unit.

**Operations Section: Search and Rescue Team Leader (Continued)****Equipment/****Supplies:**

- Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.
- Campus two-way radio and clipboard with job description and map indicating the search plan.
- Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

**Operations Section: Search and Rescue Teams**

**Safety:**

Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons.  
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.  
Follow all operational and safety procedures.

**Start-up Actions:**

- Obtain all necessary equipment from the container. (See list below.) **You must wear sturdy shoes and long sleeves.** Put batteries in the flashlight.
- Check in at the Command Post for assignment.

**Operational Duties:**

- Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. **If you are in doubt about your safety, DO NOT ENTER!**
- If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that the room has been cleared (e.g. "Room A-123 is clear.").
- 📻 **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.
- When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post.
- Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post.
- Keep radio communication brief and simple. Do not use codes.

**Operations Section: Search and Rescue Teams**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>Return equipment to Logistics. Provide maps and logs to the Documentation Unit.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack.</li> <li>Campus two-way radio and clipboard with job description and map indicating the search plan.</li> <li>Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.</li> </ul> |

**Operations Section: Medical Team Leader****Responsibilities:**

The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

**Start-Up Actions:**

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
- Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish a point of entry ("triage") into the treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate psychological first aid area if staff levels are sufficient.



**Operations Section: Medical Team Leader****Operational Duties:**

- Oversee the assessment, care, and treatment of patients.
- Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to the Operations Section Chief.
- Keep the Operations Section Chief informed of the overall status.
- Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- Stay alert for communicable diseases and isolate appropriately.
- Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

**Operations Section: Medical Team Leader** (Continued)

**Closing Down:**

- At the Incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.

**Equipment/  
Supplies:**

- First aid supplies. (See the list on the following page.)
- Job description clipboards
- Stretchers
- Vests, if available
- Tables and chairs
- Staff and student medication from the Health Office
- Forms:
  - ◆ Notice of First Aid Care
  - ◆ Medical Treatment Victim Log
- Masking tape
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps

**Operations Section: Medical Team Leader (Continued)**

## Recommended First Aid Supplies:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus  
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):  $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach: 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus  
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair

## Operations Section: Medical Team

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|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personnel:</b>          | First-aid trained staff and volunteers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Responsibilities:</b>   | Use approved safety equipment and techniques.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"> <li>▪ Obtain and wear personal safety equipment including latex gloves.</li> <li>▪ Check with the Medical Team Leader for assignment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"> <li>▪ Administer appropriate first aid.</li> <li>▪ <b>Keep accurate records of care given.</b></li> <li>▪ Continue to assess victims at regular intervals.</li> <li>▪ Report deaths immediately to the Medical Team Leader.</li> <li>▪ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—<b>do not send any records with the victim.</b></li> <li>▪ A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.</li> </ul> <p><b>Triage Entry Area:</b></p> <p>The triage area should be staffed with a minimum of two trained team members, if possible.</p> <ul style="list-style-type: none"> <li>▪ One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.</li> <li>▪ Second team member logs victims' names on form and sends the forms to the Command Post as completed.</li> </ul> |

**Operations Section: Medical Team** (Continued)

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Closing Down:</b></p>            | <p><b>Treatment Areas (“Immediate and Delayed”)</b></p> <p>Treatment areas should be staffed with a minimum of two team members per area, if possible.</p> <ul style="list-style-type: none"> <li>▪ One member completes secondary head-to-toe assessment.</li> <li>▪ Second member records information on the triage tag and on-site treatment records.</li> <li>▪ Follow categories: Immediate, Delayed, Dead</li> </ul> <p>☞ When using the two-way radio, do not use the names of the injured or dead.</p> <ul style="list-style-type: none"> <li>▪ Return equipment and unused supplies to Logistics.</li> <li>▪ Clean up first aid area. Dispose of hazardous waste safely.</li> <li>▪ Complete all paperwork and turn it in to the Documentation Unit.</li> </ul> |
| <p><b>Equipment/<br/>Supplies:</b></p> | <ul style="list-style-type: none"> <li>▪ First-aid supplies (See the list on the following page.)</li> <li>▪ Job description clipboards</li> <li>▪ Stretchers</li> <li>▪ Vests, if available</li> <li>▪ Tables and chairs</li> <li>▪ Staff and student medication from health office</li> <li>▪ Forms: <ul style="list-style-type: none"> <li>◆ Notice of First Aid Care</li> <li>◆ Medical Treatment Victim Log</li> </ul> </li> <li>▪ Marking pens</li> <li>▪ Blankets</li> <li>▪ Quick reference medical guides</li> <li>▪ Ground cover/tarps</li> </ul>                                                                                                                                                                                                              |

## Operations Section: **Medical Branch Morgue**

### Personnel:

To be assigned by the Operations Section Chief if needed.

### Start-Up Actions:

- Check with the Operations Section Chief for direction.
- If directed, set up a morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from the assembly area
  - Security: Keep unauthorized persons out of the morgue.
  - Maintain a respectful attitude.

### Operational Duties:

After pronouncement or determination of death:

- **Confirm that the person is actually dead.**
- **Do not** move the body until directed by the Command Post.
- **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
- As soon as possible, **notify the Operations Section Chief**, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner.
- Keep accurate records and make them available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

**Operations Section: Medical Branch Morgue** (Continued)**Closing Down:**

- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up the area. Dispose of hazardous waste safely.
- Complete all paperwork and turn in to the Documentation Unit.

**Equipment/  
Supplies:**

- Tags
- Pens/pencils
- Plastic trash bags
- Duct tape
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape

## Operations Section: Student Care

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personnel:</b>          | Classroom teachers, substitute teachers, and staff as assigned.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Responsibilities:</b>   | Ensure the care and safety of all students on campus except those who are in the medical treatment area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"> <li>▪ Wear an identification vest, if available.</li> <li>▪ Take a job description clipboard and radio.</li> <li>▪ Check in with the Operations Section Chief for a situation briefing.</li> <li>▪ Make personnel assignments as needed.</li> <li>▪ If evacuating: <ul style="list-style-type: none"> <li>▪ Verify that the assembly area and routes to it are safe.</li> <li>▪ Count or observe the classrooms as they exit, to make sure that all classes evacuate.</li> <li>▪ Initiate the set-up of portable toilet facilities and hand-washing stations.</li> </ul> </li> </ul>                                                                                                                                                                                                       |
| <b>Operational duties:</b> | <ul style="list-style-type: none"> <li>▪ Monitor the safety and well-being of the students and staff in the assembly area.</li> <li>▪ Administer minor first aid as needed.</li> <li>▪ Support the Student Release process by releasing students with the appropriate paperwork.</li> <li>▪ When necessary, provide water and food to students and staff.</li> <li>▪ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li> <li>▪ Make arrangements to provide shelter for students and staff.</li> <li>▪ Arrange activities and keep students reassured.</li> <li>▪ Update records of the number of students and staff in the assembly area (or in the buildings).</li> <li>▪ Direct all requests for information to the PIO.</li> </ul> |



**Operations Section: Student Care** (Continued)

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ Return equipment and reusable supplies to Logistics.</li> <li>▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>                                                                                                                                                                                              |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Vest</li> <li>▪ Clipboard with job description</li> <li>▪ Ground cover, tarps</li> <li>▪ First aid kit</li> <li>▪ Student activities: books, games, coloring books, etc.</li> <li>▪ Forms:               <ul style="list-style-type: none"> <li>▪ Student Accounting</li> <li>▪ Notice of First Aid Care</li> </ul> </li> <li>▪ Campus two-way radio</li> <li>▪ Water, food, sanitation supplies</li> </ul> |

## Operations Section: *Student Release*

### Personnel:

School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.

### Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.

### Start-Up Actions:

- Obtain and wear a vest or position identifier, if available.
- Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure the area against unauthorized access. Mark the gates with signs.
- Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.
- Set up the Release Gate some distance from the Request Gate.

### Operational Duties:

Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:

- **Refer all requests for information to the POI. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.

## Operations Section: **Student Release** (Continued)

### Procedures:

- The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification.
  - The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.
  - The staff member instructs the requester to proceed to the Release Gate.
  - If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
  - The runner takes the form(s) to the designated classroom.
-  **Note:** If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.

### If the student is with the class:

- Runner shows the Student Release Form to the teacher.
- The teacher marks the box, "*Sent with Runner.*"
- If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.
- The runner walks the student(s) to the Release Gate.
- The runner hands the paperwork to release personnel.
- Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First Aid Care Given, if applicable.

**Operations Section: Student Release (Continued)**

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|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Closing Down:</b></p>            | <p><b><u>If the student is not with the class:</u></b></p> <ul style="list-style-type: none"> <li>▪ The teacher makes the appropriate notation on the Student Release Form: <ul style="list-style-type: none"> <li>▪ “Absent” if the student was never in school that day.</li> <li>▪ “First Aid” if the student is in the Medical Treatment area.</li> <li>▪ “Missing” if the student was in school but now cannot be located.</li> </ul> </li> <li>▪ The runner takes Student Release Form to the Command Post.</li> <li>▪ The Command Post verifies the student's location if known and directs the runner accordingly.</li> <li>▪ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning “Missing” forms to the Command Post for verification.</li> <li>▪ The parent should be notified of the missing student's status and escorted to a crisis counselor.</li> <li>▪ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.</li> <li>▪ If the student was marked absent, the parent will be notified by a staff member.</li> <li>▪ At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.</li> <li>▪ Complete all paperwork and turn it in to the Documentation Unit.</li> </ul> |
| <p><b>Equipment/<br/>Supplies:</b></p> | <ul style="list-style-type: none"> <li>▪ Job description clipboards</li> <li>▪ Pens, stapler</li> <li>▪ Box(es) of Emergency Cards</li> <li>▪ Signs to mark Request Gate and Release Gate</li> <li>▪ Signs for alphabetical grouping to organize the parents (A-F, etc.)</li> <li>▪ Empty file boxes to use as out boxes</li> <li>▪ Student Release Form (copies for every student)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Planning Section: Planning Section Chief**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.                                                                                                                                                                      |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> </ul>                                                                                                                                                                                |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ <b>Assume the duties of all Planning Section positions until staff is available and assigned.</b></li> <li>▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li> <li>▪ Assist the Incident Commander in writing action plans.</li> </ul>                                                                             |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the section and close out all logs.</li> <li>▪ Verify that the closing tasks of all Planning Section positions have been accomplished.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>                                                                                                                                |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Two-way radio</li> <li>▪ File box(es)</li> <li>▪ Dry-erase pens</li> <li>▪ Large site map of campus, laminated or covered with Plexiglas</li> <li>▪ Forms: <ul style="list-style-type: none"> <li>▪ Emergency Time/Situation Report</li> <li>▪ Sample Log</li> <li>▪ Student Accounting Form</li> </ul> </li> <li>▪ Paper, pens</li> <li>▪ Job description clipboard</li> <li>▪ Tissues</li> </ul> |

## Planning Section: Documentation

### Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

### Start-Up Actions:

- Check in with the Planning Section Chief for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.
- Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel timekeeping records.**

### Operational Duties:

Records:

- Maintain a time log of the incident, noting all actions and reports. (See the sample log in Appendix G.)
  - Record content of all radio communication with the district Emergency Operations Center (EOC).
  - Record verbal communication for basic content.
  - Log in all written reports.
  - File all reports for reference (file box).
- ☛ **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to the Command Post.
- Report first aid needs to the Medical Team Leader.
- File forms for reference.

**Planning Section: Documentation (Continued)**

|                                 |                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ Collect and file all paperwork and documentation from deactivating sections.</li> <li>▪ Securely package and store these documents for future use.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>                                                              |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Two-way radio</li> <li>▪ File box(es)</li> <li>▪ Forms:               <ul style="list-style-type: none"> <li>▪ Emergency Time/Situation Report</li> <li>▪ Student Accounting Form</li> <li>▪ Sample Log</li> </ul> </li> <li>▪ Paper, pens</li> <li>▪ Job description clipboard</li> </ul> |

## Planning Section: Situation Analysis

### Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

### Start-Up Actions:

- Check in with Planning Section Chief for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as a vest, if available.

### Operational Duties:

#### Situation Status (Map):

- Collect, organize and analyze situation information.
- Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates, giving a concise picture of the status of the campus.
- Preserve the map as a legal document until it is photographed.
- Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

#### Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- **Report only to Command Post personnel. Refer all other requests to the PIO.**

### Closing Down:

- Close out all logs and turn all documents in to Documentation.
- Return equipment and reusable supplies to Logistics.



***Planning Section: Situation Analysis (Continued)*****Equipment/****Supplies:**

- Two-way radio
- Paper, pens, dry-erase pens, tissues
- Job description clipboards
- Large site map of campus, laminated or covered with Plexiglas
- File box(es)
- Map of county or local area

**Logistics Section: Logistics Section Chief**

**Responsibilities:**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Start-Up Actions:**

- Check in with the Incident Commander for a situation briefing.
- Open the supplies container or other storage facility.
- Put on position identifier, such as a vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

**Operational Duties:**

- **Assume the duties of all Logistics positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of the cargo container, supplies and equipment.

**Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

**Equipment/**

**Supplies:**

- Two-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign-in sheets
- Forms:
  - Inventory of emergency supplies on campus
  - Site Status Report
  - Communications Log
  - Message forms

### **Logistics Section: Supplies/Facilities**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.                                                                                                                                                                                                                                                                    |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Logistics Section Chief for a situation briefing.</li> <li>▪ Open the supplies container or other storage facility if necessary.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Begin distribution of supplies and equipment as needed.</li> <li>▪ Set up the Command Post.</li> </ul> |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ Maintain security of the cargo container, supplies and equipment.</li> <li>▪ Distribute supplies and equipment as needed.</li> <li>▪ Assist team members in locating appropriate supplies and equipment.</li> <li>▪ Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.</li> </ul>                      |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.</li> <li>▪ Secure all equipment and supplies.</li> </ul>                                                                                                                                                                                 |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Two-way radio</li> <li>▪ Job description clipboard</li> <li>▪ Paper, pens</li> <li>▪ Cargo container or other storage facility and all emergency supplies stored on campus</li> <li>▪ Form: Inventory of emergency supplies on campus</li> </ul>                                                                                            |

### **Logistics Section: Staffing**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.                                                                                                                                                                                                                                                                                                              |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Logistics Section Chief for a situation briefing.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Open three logs to list staff, volunteers, and students who are awaiting assignment.</li> </ul>                                                                                                                                                        |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ Deploy personnel as requested by the Incident Commander.</li> <li>▪ Sign in volunteers, making sure that volunteers are wearing their ID badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.</li> </ul>                                                                                                                              |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ Ask volunteers to sign out.</li> <li>▪ At the Logistic Section Chief's direction, close out all logs and turn them in to Documentation.</li> <li>▪ Return all equipment and supplies.</li> </ul>                                                                                                                                                                                                             |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Two-way radio</li> <li>▪ Job description clipboard</li> <li>▪ Paper, pens</li> <li>▪ Cargo container or other storage facility and all emergency supplies stored on campus</li> <li>▪ Clipboards with volunteer sign-in sheets</li> <li>▪ Forms: <ul style="list-style-type: none"> <li>▪ Inventory of emergency supplies on campus</li> <li>▪ List of registered disaster volunteers</li> </ul> </li> </ul> |

## Logistics Section: Communications

### Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the School. If the School cannot be contacted, communications may be made with outside agencies when necessary.

### Personnel:

- **A school staff member with a campus two-way radio**, supported by student or disaster volunteer runners, and
- **A disaster volunteer who is a qualified amateur radio operator.**

### Start-Up Actions:

- Set up the Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise the Command Post when ready to accept traffic.

### Operational Duties:

- Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.
- **Receive and write down all communications from the district EOC.**
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain the Communications Log: date/time/originator/recipient
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the PIO.
- Monitor AM/FM radio for local emergency news: [specify station(s) and frequency].

### Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

**Logistics Section: Communications (Continued)****Equipment/****Supplies:**

- Two-way radios with spare batteries for each
- Job description clipboard
- Paper, pens
- Table and chairs
- AM/FM radio
- File boxes, tote tray for outgoing messages
- Forms:
  - Site Status Report
  - Message forms

**Finance/Administration Section: Finance/Administration Section Chief**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks and records staff hours.                                                                                                                                                              |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Locate and set up work space.</li> <li>▪ Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping and/or purchasing.</li> </ul> |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ <b>Assume the duties of all Finance/Administration positions until staff is available and assigned.</b></li> <li>▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li> </ul>                                                                            |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the section and close out all logs.</li> <li>▪ Verify that the closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.</li> </ul>                                                                                           |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Job description clipboard</li> <li>▪ Paper, pens</li> <li>▪ Form: Staff Duty Log</li> </ul>                                                                                                                                                                                                                                           |

### ***Finance/Administration Section: Timekeeping***

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | This unit is responsible for maintaining accurate and complete records of staff hours.                                                                                                                                                                                                                                                                                                                              |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Finance/Administration Section Chief for a situation briefing.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Locate and set up work space.</li> <li>▪ Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping.</li> </ul>                                     |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ Meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours of staff.</li> <li>▪ Ensure that accurate records are kept of all staff members, indicating the hours worked.</li> <li>▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.</li> </ul> |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ Close out all logs.</li> <li>▪ Secure all documents and records.</li> </ul>                                                                                                                                                                                                                                                                                                |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Job description clipboard</li> <li>▪ Paper, pens</li> <li>▪ Form: Staff Duty Log</li> </ul>                                                                                                                                                                                                                                                                                |



### **Finance/Administration Section: Purchasing**

|                                 |                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities:</b>        | This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.                                                                                                                    |
| <b>Start-Up Actions:</b>        | <ul style="list-style-type: none"> <li>▪ Check in with the Finance/Administration Section Chief for a situation briefing.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> <li>▪ Locate and set up work space.</li> <li>▪ Check in with the Documentation Clerk to collect records and information that relate to purchasing.</li> </ul> |
| <b>Operational Duties:</b>      | <ul style="list-style-type: none"> <li>▪ Meet with the Finance/Administration Section Chief to determine the process for tracking purchases.</li> <li>▪ Support Logistics in making any purchases which have been approved by the Incident Commander.</li> </ul>                                                                                                    |
| <b>Closing Down:</b>            | <ul style="list-style-type: none"> <li>▪ Close out all logs.</li> <li>▪ Secure all documents and records.</li> </ul>                                                                                                                                                                                                                                                |
| <b>Equipment/<br/>Supplies:</b> | <ul style="list-style-type: none"> <li>▪ Job description clipboard</li> <li>▪ Paper, pens</li> </ul>                                                                                                                                                                                                                                                                |

### **Appendix D: Preparedness Job Aids**

This appendix includes checklists, worksheets, and other job aids and reminders needed when developing the school's emergency plan. The job aids can be adapted to meet the needs of the individual school's.

### **Planning Questionnaire for Schools**

ERP Teams should use the questions below to help your school plan for an emergency.

1. Does your school have a multi-hazard emergency plan using the incident command system in place?
2. Are staff and students **trained** on the procedures?
3. How often has your school exercised the plan? Have any changes been made, based on the exercise?
4. Does your staff know where your emergency checklists and resource manuals are located?
5. Do new hires, volunteers, student teachers and substitutes get training on your emergency plan *before* starting to work?
6. Does every School Director know *how long* would it take for local fire, police or EMS to arrive, after dialing 9-1-1?
7. Is your staff *trained* to handle emergency tasks until help arrives?
8. Who of the school staff is trained to do CPR?
9. Does your school know *how long* will it take for a principal to obtain personnel or equipment from other facilities?
10. In an evacuation, does your school have enough buses to transport **all** of the students to another site?
11. Do the local emergency services (police, fire, etc.) have floorplans of all school buildings in their jurisdiction?
12. Have your principals invited local police and fire to do a "walk-through" of their schools **yearly**?
13. **When** does the school practice fire, evacuation and tornado drills? Is it at the "high traffic" times (i.e., lunchtime, change of class, beginning and end of the school day)?
14. Does your school have a student release system established? Is the staff trained to do their tasks?
15. Do you have procedures in place if an emergency occurs on a bus?
16. Who (besides the principal and janitor) has the keys to the buildings, classrooms, locked fences and gates? What about after school and on the weekends?
17. If your school holds children after normal school hours because of a disaster in the community, is the school prepared to keep students for long periods of time? (Do you have enough food, water, medication, etc.)?
18. When does the school's responsibility for the students end? Is your school legally responsible for students if they are kept at school?
19. Do you have a backup system for your vital records?

### Is Your School Ready?

Schools and communities face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. Take this test to find out how well your school would respond to a disaster. Mark YES, NO, or NOT SURE to the following questions:

|                                                                                                                                               | YES | NO | NOT SURE |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----------|
| 1. Does your school have an emergency response plan?                                                                                          |     |    |          |
| 2. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?                                            |     |    |          |
| 3. Does the plan include mitigating potential disasters?                                                                                      |     |    |          |
| 4. Does the plan include responding to disasters?                                                                                             |     |    |          |
| 5. Does the plan include recovering from disasters?                                                                                           |     |    |          |
| 6. Was the plan developed in cooperation with local emergency responders (i.e., fire, law enforcement, emergency medical, Emergency Manager)? |     |    |          |
| 7. Does the plan include an Incident Command System?                                                                                          |     |    |          |
| 8. Have incident command responsibilities been assigned along with back-up responsibilities?                                                  |     |    |          |
| 9. Does the plan include a system of accountability for all students and adults in the building?                                              |     |    |          |
| 10. Does the plan include a system for releasing children to their parents?                                                                   |     |    |          |
| 11. Does the plan include both primary and secondary evacuation routes?                                                                       |     |    |          |
| 12. Is the plan practiced through regular drills and exercises?                                                                               |     |    |          |
| 13. Are emergency responders included in drills and practice exercises?                                                                       |     |    |          |
| 14. Are both evacuation and reverse-evacuation drills practiced?                                                                              |     |    |          |
| 15. Are shelter-in-place drills practiced?                                                                                                    |     |    |          |
| 16. Are lock-down drills practiced?                                                                                                           |     |    |          |
| 17. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?                                         |     |    |          |
| 18. During drills, are student accountability systems tested?                                                                                 |     |    |          |
| 19. Are systems for evacuation during cold weather ever tested?                                                                               |     |    |          |
| 20. Does the plan include a system for regular review and updating?                                                                           |     |    |          |
| 21. Have you read the plan?                                                                                                                   |     |    |          |
| 22. Do you know where the plan is located?                                                                                                    |     |    |          |
| 23. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?                                |     |    |          |
| 24. Do you know the name of the Emergency Manager for your jurisdiction?                                                                      |     |    |          |

If you were able to respond **YES** to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, your **NO** or **NOT SURE** responses point to areas where present plans and systems might be improved. If you had more than five **NO** responses, your school quite likely would face serious problems in the event of a real disaster.

### School Climate Questionnaire

You may remember that we are working to comply with the SAVE (Schools Against Violence in Education) Act. One of the safety standards requires that we conduct a school climate assessment annually and use the results to develop a plan of action. School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere. (Perkins, 2006). Please take a few minutes to complete this survey. I welcome your comments or suggestions. Thank you for your help.

Total Years Teaching: \_\_\_\_\_

Gender: \_\_\_\_\_male \_\_\_\_\_female School: \_\_\_\_\_MES \_\_\_\_\_MMS \_\_\_\_\_MHS

Ethnic background: \_\_\_\_\_Black, \_\_\_\_\_White, \_\_\_\_\_Non-Hispanic, \_\_\_\_\_Hispanic,  
\_\_\_\_\_ Native American, \_\_\_\_\_Asian, \_\_\_\_\_other\_\_\_\_\_

Please use a rating scale: 5 strongly disagree; 4- disagree; 3- not sure; 2- agree; 1- strongly agree.

\_\_\_\_\_ 1. The school has a caring and supportive climate for students and staff.

\_\_\_\_\_ 2. We are preparing students to become productive citizens.

\_\_\_\_\_ 3. Students at this school are not motivated to learn.

\_\_\_\_\_ 4. It is often difficult to manage the behavior of students in my classroom.

\_\_\_\_\_ 5. I have been able to deter bullying behavior among students.

\_\_\_\_\_ 6. I address sexual harassment and /or bullying behavior in my classroom or at school at least once per month.

\_\_\_\_\_ 7. The planning, participation, and attendance for school events reflects the diversity of people in the school by race, gender, and ethnicity.

\_\_\_\_\_ 8. Students and staff understand how to resolve conflicts peacefully.

\_\_\_\_ 9. I am trained in emergency response procedure and understand the key elements of the safety plan.

\_\_\_\_ 10. Students receive adequate character education.

\_\_\_\_ 11. I know how to respond to a student who appears depressed or suicidal.

Comments or suggestions to help improved the climate of our schools: \_\_\_\_\_

### Staff Skills Survey & Inventory

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 our 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 place this survey in the folder at the office by Friday, August 7<sup>th</sup>.

**I. Emergency response:** Please check any of the following areas in which you have training or expertise

\_\_\_\_CPR (current card-yes/no) \_\_\_\_First Aid(current card-yes/no) \_\_\_\_ Triage \_\_\_\_  
Firefighting

\_\_\_\_ Law Enforcement \_\_\_\_ Construction (electrical, plumbing, carpentry) \_\_\_\_  
Search/Rescue

\_\_\_\_ Emergency Planning \_\_\_\_ Emergency Management \_\_\_\_ Mechanical Ability

\_\_\_\_ Structural Engineering \_\_\_\_ Ham Radio Operator \_\_\_\_ CB Radio \_\_\_\_ Waste  
Disposal

\_\_\_\_ Counseling/Mental Health \_\_\_\_ Clergy \_\_\_\_ Shelter Management \_\_\_\_ Use of  
AED

\_\_\_\_ Media Relations/Journalism \_\_\_\_ Survival Training/Techniques \_\_\_\_ Licensed to drive  
bus

\_\_\_\_ Bi/Multi Lingual (what language(s))\_\_\_\_\_

Other skills \_\_\_\_\_

**II. Equipment:** Do you keep a personal emergency kit.... In your car? \_\_\_\_\_ In your classroom?

\_\_\_\_\_

List equipment or materials in your room/school that could be used in an emergency

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What would make you feel more prepared should a disaster strike while you were at school?

\_\_\_\_\_

---

**III. Multi Hazard Emergency Response School Team Membership:** Each school is to form a First Responder's Team that will provide leadership and direction in response and recovery activities related to emergency management.

Please indicate your interest in serving on this team. \_\_\_\_Yes \_\_\_\_No

If you responded yes, how would you like to be involved?

\_\_\_\_\_

**IV. Your Personal Emergency Contact:** In the event of an emergency, who could we contact?

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Please make additional comments on the back of this form. Thanks for your cooperation!

## Recommended Emergency Supplies Checklist

This checklist is a comprehensive list of items that schools may need to respond to an emergency. Schools will not need all of these response supplies for every emergency but should plan on stocking (or being able to obtain) these supplies in the case of a catastrophic disaster. This checklist is a guide to developing and maintaining your supply inventory

### **Classroom "Go Kit"**

Each classroom should have a "Go To" kit containing materials that might be needed during an emergency.

- ☐ First aid kit.
- ☐ A hat, vest, or other unique identifier for the teacher (and aide).
- ☐ A whistle.
- ☐ Student accounting paperwork for student accountability (student disaster cards, buddy class list, etc.).
- ☐ Tarp or ground cover.
- ☐ Age-appropriate time passers (cards, crayons, etc.).

### **Storage Container** (Keep this container outside if your school is at high risk for earthquakes.)

- ☐ Medical equipment.
- ☐ Food and water. (Remember dietary needs for special populations.)
- ☐ Sanitary supplies:
  - ☐ Toilet paper.
  - ☐ Chemicals (if required).
  - ☐ Plastic sheeting for privacy.
  - ☐ Disinfectant spray.

**Note:** Consult with the local sanitation district regarding plans for post-event disposal of human waste.

- ☐ Spare batteries.
- ☐ Blankets.
- ☐ Search and rescue backpacks with medical supplies.



## **Recommended Emergency Supplies Checklist (Continued)**

### **Outdoor Storage Container**

- ☐ Search and rescue container that includes:
  - ☐ Flashlights.
  - ☐ Crowbar.
  - ☐ Masking tape.
  - ☐ Large chalk.
  - ☐ A door restraint.
  - ☐ A lanyard with snap hook.
  - ☐ Whistle.
  - ☐ Keys.
  - ☐ Portable radio.
  - ☐ Pen and clipboard (for logging of victim locations and status).
  - ☐ Site map.
- ☐ A lockbox with master key sets (enough to guarantee access) on lanyard.
- ☐ A bull horn.
- ☐ Rescue tools:
  - ☐ Shovels
  - ☐ Pry bars
  - ☐ Sledgehammers (10 lb.)
  - ☐ Pick axes (6 lb.)
  - ☐ Backboards

### **Water Dispensing System**, consisting of:

- ☐ 5-gallon barrel(s) with spigot in lid.
- ☐ Disposable paper cups.

***Recommended Emergency Supplies Checklist*** (Continued)**Student Request Table:**

- ☐ Signs to notify parents.
- ☐ Request cards, pencils, and pens.
- ☐ File box containing each student's emergency card and alpha dividers.
- ☐ Staplers.
- ☐ 2-way radios.
- ☐ Vests for staff and student runners.
- ☐ Fire Extinguishers (A, B, C, D)

## ***Recommended Emergency Supplies***

### **First Aid:**

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus  
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):  $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Neosporin: 144 squeeze packs per campus
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus  
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves, 4 pairs

### **Sanitation Supplies:**

- 1 toilet kit per 100 students/staff, to include: 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags. (Note: Toilet kits will not be necessary for most emergencies. Consult your hazard and risk analyses when determining need.)
- Soap and water, in addition to the wet wipes, is strongly advised.

***Recommended Emergency Supplies* (Continued)**  
**Search and Rescue Equipment:**

Adjust the number of S&R teams according to the size and complexity of the campus. Teams must consist of a minimum of two persons.

**Protective gear per team member:**

- Hard hat, OSHA approved
- Identification vest
- Gloves, leather work and latex
- Goggles, safety
- Dust mask
- Flashlight, extra batteries (Attach flashlight to hard hat)
- Duffle or tote bag to carry equipment

**Gear per S&R team:**

- Back pack with first aid supplies
- Master keys

**Recommended Tools, per campus:**

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ 2 pry bars 5'-6'</li> <li>▪ Pick ax, 6 lb.</li> <li>▪ Sledge hammer, 10 lb.</li> <li>▪ Square shovel</li> <li>▪ Round shovel</li> <li>▪ Utility shut off wrench, 1 per utility</li> <li>▪ 3 rolls barrier tape 3" x 1000"</li> <li>▪ Broom, street grade</li> <li>▪ Pliers, adjustable, 10"</li> <li>▪ Pliers, lineman, 8"</li> <li>▪ Pry bar, 24"</li> <li>▪ Hacksaw, mini folding</li> <li>▪ Bolt cutters, 18"</li> <li>▪ Hammer, 3 lb.</li> <li>▪ Tape, duct</li> <li>▪ Plastic bags - 6</li> </ul> | <ul style="list-style-type: none"> <li>▪ Folding shovel</li> <li>▪ Angle head flashlight</li> <li>▪ Screwdriver, 6"</li> <li>▪ Screwdriver, Phillips, 4"</li> <li>▪ Utility knife</li> <li>▪ Container to hold tools</li> <li>▪ Cribbing (if trained):               <ul style="list-style-type: none"> <li>◆ 18 - 2"x4"s</li> <li>◆ 15 - 4"x4"s</li> <li>◆ 6 wedges</li> </ul> </li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### ***Recommended Emergency Supplies*** (Continued)

#### **Other Supplies:**

- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Identification vests, preferably color coded per school plan
- Clipboards with job descriptions
- Extra clipboards
- Office supplies: pens, paper, etc.
- Signs for Student Request and Release
- Alphabetical dividers for Request Gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

#### **Food:**

The bulk of stored food should be nonperishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful.

***Recommended Emergency Supplies*** (Continued)**Shelter in Place Kit per room:**

- Duct tape, 2 rolls
- Scissors
- Towels
- Water in containers
- Toilet supplies
- Portable radio, batteries
- Flashlight

### ***Incident Commander Pre-Incident Planning Guidelines***

This checklist is intended to provide guidance to those who have been designated to serve as Incident Commanders during a school emergency. The tasks in the checklist should be completed as soon as possible after school starts every year. Feel free to add additional tasks to the checklist if they are important to the district's emergency response.

| <b>Task/Step</b>         | <b>Action</b>                                                                                                                                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Acknowledge that your position is ultimately responsible for site emergency preparedness.                                                                                                                                                    |
| <input type="checkbox"/> | Become familiar with all aspects of the site emergency plan.                                                                                                                                                                                 |
| <input type="checkbox"/> | Review the emergency response procedures and nonstructural hazard mitigation with all staff. Ensure that all staff are familiar with drills, including "drop, cover, and hold," evacuation, shelter in place, and gunfire safety procedures. |
| <input type="checkbox"/> | Survey staff for preference of emergency assignments.                                                                                                                                                                                        |
| <input type="checkbox"/> | Make tentative assignments with provision for absences.                                                                                                                                                                                      |
| <input type="checkbox"/> | Select back-up Incident Commanders (in case the Incident Commander is absent when an emergency threatens). Train back-ups in Incident Commander responsibilities.                                                                            |
| <input type="checkbox"/> | Identify the person(s) with primary responsibility for after-hours emergency check of the facility and two back-ups.                                                                                                                         |
| <input type="checkbox"/> | Coordinate with the leaders of all groups that use your site after hours.                                                                                                                                                                    |
| <input type="checkbox"/> | Create a buddy teacher list. (Buddy teachers should be familiar with each other's assignment in case one is absent when an emergency threatens.)                                                                                             |
| <input type="checkbox"/> | Review and revise all necessary plans, lists, and maps.                                                                                                                                                                                      |
| <input type="checkbox"/> | Schedule date(s) for skills training.                                                                                                                                                                                                        |
| <input type="checkbox"/> | Submit an updated emergency plan to the district office.                                                                                                                                                                                     |
| <input type="checkbox"/> | Send parent information on preparedness at home and school (not later than October).                                                                                                                                                         |
| <input type="checkbox"/> | Schedule the dates of district-wide drills and two-way radio checks.                                                                                                                                                                         |
| <input type="checkbox"/> | Ensure that emergency procedures are included in substitute teacher packets.                                                                                                                                                                 |
| <input type="checkbox"/> | Meet with emergency volunteers at your site to ensure that they understand the School's emergency plan.                                                                                                                                      |

**Incident Commander Pre-Incident Planning Guidelines** (Continued)

| Task/Step                | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <p>Meet with the district safety representative, maintenance supervisor, and custodian to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check bulk water for exchange date</li> <li><input type="checkbox"/> Check inventory of supplies in classroom go-kits.</li> <li><input type="checkbox"/> Replace missing supplies and change the batteries in the go kits.</li> <li><input type="checkbox"/> Verify availability of signs for pick-up gates.</li> <li><input type="checkbox"/> Verify that copies of all student emergency cards are available (one in the office and one in each classroom go kit.) Ensure that the cards are moved appropriately when a student's schedule changes.</li> <li><input type="checkbox"/> Plan monthly emergency/disaster drills with oral and written after-action reports.</li> <li><input type="checkbox"/> Gather and organize written materials and supplies required for a response. Ensure that all individual job descriptions and necessary forms are on clipboards and stored with the Command Post supplies.</li> </ul> |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



### ***Campus Emergency Assignment Worksheet***

The purpose of this worksheet is to ensure that all critical positions are covered during a school emergency. Ensure that each position is assigned at the beginning of the school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements.

| <b>Position</b>                 | <b>Staff Assigned</b> | <b>Back-Up Personnel</b> |
|---------------------------------|-----------------------|--------------------------|
| <b>INCIDENT COMMANDER</b>       |                       | 1.<br>2.                 |
| Safety Officer                  |                       | 1.<br>2.                 |
| Public Information Officer      |                       | 1.<br>2.                 |
| Liaison Officer                 |                       | 1.<br>2.                 |
| <b>OPERATIONS SECTION CHIEF</b> |                       | 1.<br>2.                 |
| Site Facility Check/Security    |                       | 1.<br>2.                 |
| Search & Rescue Team Leader     |                       | 1.<br>2.                 |
| S&R Team #1                     |                       | 1.<br>2.                 |
| S&R Team #2                     |                       | 1.<br>2.                 |
| Medical Team Leader             |                       | 1.<br>2.                 |
| Triage                          |                       | 1.<br>2.                 |
| Treatment                       |                       | 1.<br>2.                 |

**Campus Emergency Assignment Worksheet** (Continued)

| Position                                    | Staff Assigned | Back-Up Personnel |
|---------------------------------------------|----------------|-------------------|
| Psychological First Aid                     |                | 1.<br>2.          |
| Morgue                                      |                | 1.<br>2.          |
| Student Care Director                       |                | 1.<br>2.          |
| Student Release Coordinator                 |                | 1.<br>2.          |
| <b>PLANNING SECTION CHIEF</b>               |                | 1.<br>2.          |
| Documentation                               |                | 1.<br>2.          |
| Situation Analysis                          |                | 1.<br>2.          |
| <b>LOGISTICS SECTION CHIEF</b>              |                | 1.<br>2.          |
| Supplies/Facilities                         |                | 1.<br>2.          |
| Staffing                                    |                | 1.<br>2.          |
| Communications                              |                | 1.<br>2.          |
| <b>FINANCE/ADMINISTRATION SECTION CHIEF</b> |                | 1.<br>2.          |
| Timekeeping                                 |                | 1.<br>2.          |
| Purchasing                                  |                | 1.<br>2.          |

### Primary Emergency Response Area Layout

MAP THE PRIMARY EVACUATION AREA TO INCLUDE THE FOLLOWING:  
(INDICATE EVACUATION ROUTES FOR STUDENTS AND STAFF WHO HAVE  
MOBILITY IMPAIRMENTS)

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
  - ☐ Triage
  - ☐ Immediate Treatment
  - ☐ Delayed Treatment
  - ☐ Psychological Treatment
  - ☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
  - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
  - ☞ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing.
  - ☞ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging area
  - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
  - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

## Back-Up Emergency Response Area Layout

MAP THE BACK-UP EVACUATION AREA TO INCLUDE THE FOLLOWING: ( INDICATE EVACUATION ROUTES FOR STUDENTS AND STAFF WHO HAVE MOBILITY IMPAIRMENTS)

- ☐ Supplies container
- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
  - ☐ Triage
  - ☐ Immediate Treatment
  - ☐ Delayed Treatment
  - ☐ Psychological Treatment

☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Gate
  - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this gate is clearly posted at all times.
- ☐ Release Gate
  - ☞ Consider how far parents will be willing to walk. The release gate should be separated from, but in sight of, the request gate.
- ☐ Sanitation area for portable toilets and hand washing.
  - ☞ Consider privacy and location of disposal area.
- ☐ Traffic control pattern
- ☐ Information Center
- ☐ Staging area
  - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
  - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.

## Indoor Emergency Response Area Layout

MAP THE INDOOR EMERGENCY SET-UP AREA TO INCLUDE THE FOLLOWING:

- ☐ Command Post
- ☐ Student Assembly Area
- ☐ First Aid Areas:
  - ☐ Triage
  - ☐ Immediate Treatment
  - ☐ Delayed Treatment
  - ☐ Psychological Treatment
    - ☞ Consider access for emergency vehicles. Also try to ensure that the site is not readily visible to students, press, or parents. Those requiring first aid should enter via the triage area. Psychologically traumatized students should be separated from students who are physically injured.
- ☐ Request Entrance
  - ☞ Consider the logical place for parents to arrive at the school to pick up their students. Be sure that this entrance is clearly posted at all times.
- ☐ Release Exit
  - ☞ Consider how far parents will be willing to walk. The release exit should be separated from, but in sight of, the request entrance.
- ☐ Sanitation area for portable toilets and hand washing.
  - ☞ Consider privacy and location of disposal area.
- ☐ Information Center
- ☐ Staging area
  - ☞ Staging areas are locations where resources awaiting assignment are located.
- ☐ Critical Incident Stress Debriefing Area for adults
  - ☞ The Critical Incident Stress Debriefing Area is a waiting area for adults whose children are not immediately available for release.
- ☐ Signs for shelter in place
- ☐ Shelter in place entrance for latecomers

### *Emergency Response Traffic Control Map*

Map the campus and the surrounding streets here.  
Work with the Police Department to plan traffic control  
around the school in the event of an emergency.

## Guidelines for Preparing a Buddy Teacher List

Each teacher should have a buddy teacher. Use the worksheet on the next page (and make additional copies as necessary) to record buddy teachers.

| Check                    | Consideration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Assign teachers in adjacent or nearby rooms as buddies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <input type="checkbox"/> | Review evacuation routes and procedures with entire staff. <ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li><b>Remember:</b> The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should <u>do the greatest good for the greatest number</u>.</li> </ul> </li> <li>If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit <u>without</u> 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.</li> </ul> |
| <input type="checkbox"/> | Ensure that each classroom contains a "go kit" that contains the teacher's class roster <u>and</u> the buddy teacher's class roster.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <input type="checkbox"/> | <u>Immediately</u> following student accounting, one member of each buddy team must check in at the Command Post. <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <input type="checkbox"/> | Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |





**SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START****Severe Storms**

Eunoia Charter School of Excellence's severe storm procedures are based on the premise that, in the event a major severe storm or winter storm strikes, utilities may not be operable, schools may have to be closed, and students and staff may have to be evacuated and/or sheltered away from school sites, or sheltered at school sites.

Managing the emergency, responding to physical and emotional needs, and getting back into the business of educating students are the bottom line of all disaster planning.

**Initial Determination:**

- \_\_\_\_\_ Supervisor of Transportation contacts the Superintendent after conferring with:
  - a. Town and State Highway Supervisors concerning:
    - Road conditions
    - Total accumulation (snow/ice/rain)
  - b. State and Local Police concerning:
    - Road conditions
    - Total accumulation
    - Weather report
  - c. Weather Service
- \_\_\_\_\_ If uncertain, the Supervisor of Transportation will tour roads / schools and contact the superintendent with a recommendation.
  - a. Check sidewalks and entrances.
  - b. Check that there are no blockages of snow.
  - c. Check roads and parking lot for full clearance.
- \_\_\_\_\_ a. The superintendent makes the decision to close schools and instructs the Supervisor of Transportation to contact the media. The superintendent will then activate the phone tree of each school.
- \_\_\_\_\_ Each school administrator is responsible for notifying his or her staff according to the phone tree.

**SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START***(Continued)***School Closure/Transportation Considerations:**

- \_\_\_\_\_ Institute for School Excellence office, or designee, advises the schools of the options depending on the situation.
- a. Immediate closure of schools and transportation of the students either to their homes or to alternate locations
  - b. Alerting drivers and placing school buses at predetermined sites in readiness to transport should the situation require
  - c. Holding students at school and providing shelter
  - d. Acceleration of regular transportation schedule (Run the regular routes but ahead of schedule.)

**Evacuations****Evacuation Considerations:**

- From classroom or from site?
- Where to take students and staff?
- Walk or transport?
- Is transportation readily available?
- Injuries or medical needs?
- Weather and road conditions?
- Parent notification
- Do police need to be notified?
- How many students cannot be picked up by parents or authorized persons in a timely manner?
- Will extended day or overnight sheltering be necessary?
- Is it safe to reenter building?

**SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START***(Continued)***Evacuation Procedures**

- \_\_\_\_\_ Notify the District Superintendent or Command Center that you have been ordered by civil authorities (police, fire department, civil defense) to evacuate from your site. NOTE: The order to evacuate may also originate at the district or school level. Confirm the order.
  - Incident Commander coordinates arrangements
  - MES relocates to MMS; MMS relocates to MES; MHS relocates to MMS.
  - MES and MMS walk; MHS transported by bus
  - Confirm time of evacuation
  - Notify police and media
  - Arrange for crossing guards
  - Notify parents
- \_\_\_\_\_ Account for all students and staff and report the exact count to the command Center
- \_\_\_\_\_ Gather records that should be taken to the evacuation site: health cards, release forms, staff medical forms, etc.
- \_\_\_\_\_ Gather all medication kept at school for the students.
- \_\_\_\_\_ Arrange for transfer of students with special needs or health problems (wheel-chairs, respirators, crutches, etc.)
- \_\_\_\_\_ If all students cannot be evacuated to a single site, determine the best groupings: by classroom? Age? Grade level? Siblings?
- \_\_\_\_\_ Determine if the instructional program can continue at the off-site location.
- \_\_\_\_\_ Determine if instructional materials will need to be transferred to the off-site location.
- \_\_\_\_\_ Determine if water, food, and first aid supplies need to be taken to the off-site location.
- \_\_\_\_\_ Inspect site to make sure all students and staff have evacuated and the campus is secured (all doors locked, windows closed).
- \_\_\_\_\_ Turn off utilities.
- \_\_\_\_\_ Post signs at all entrances and gates notifying parents that the site has been evacuated and where the students and staff have been relocated, and, if it is known, when it is anticipated that school at that site will reopen.

## **SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START (Continued)**

### **Emergency Sheltering at School**

#### **Sheltering Considerations:**

- At site or away from site?
- Food and water
- Heating and lighting
- Personal hygiene supplies and facilities
- Sleeping space and bedding/cots/sleeping bags
- Cooking utensils and mass feeding capabilities (pots, pans, plates, tableware, food preparation and cooking facilities, dishwashing, disposal of food waste, etc.)
- Parent notification
- Is transportation readily available?
- Police need to be notified
- Injuries or medical needs?
- Walk or transport?
- Weather and road conditions?
- How many students cannot be picked up by parents or authorized persons in a timely manner?

#### **Sheltering Procedures:**

\_\_\_\_\_ If you are decide to shelter students and staff at your site or at another site, verify the following with the ICS:

- Who is incident commander?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will police be notified?
- How and by whom will parents be notified?
- Who notifies food services?
- Who contacts the Red Cross?

\_\_\_\_\_ Account for all students and staff and report the exact count to the command center.

\_\_\_\_\_ If the determination is that students and staff will be sheltered at an off-site location, the procedures for evacuation should be followed.

\_\_\_\_\_ Designate sleeping areas and assign students by: classroom? siblings? grade level? age?

\_\_\_\_\_

Set up a staff duty roster to handle security, cooking, feeding, dishwashing, personal hygiene, toilet, and sanitation.

## **SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START**

(Continued)

### **Receiving Students**

If you are notified that you are to receive students and staff from another district school, the following should be considered:

- Who coordinates arrangements? (school site? district EOC? city?)
- Are they walking or coming by school bus?
- When will they arrive?
- Transfer of records (health cards, release forms, staff medical forms, etc.)
- Notification of parents (who? how?) [Post signs/notices at school entrance indicating that students from \_\_\_\_\_ school are present on your campus.]
- Notification of media, city emergency services, etc. (who? how?)
- Water, food, first aid supplies
- Medication
- Are they being evacuated by classroom? age? grade level? siblings?
- Special needs
- Health problems
- Instructional program
- Food services

### **Early Release**

#### **Early Release Considerations:**

Is it safe to release early?

- Release only to parent or designated person?
- Walk or transport?
- Is transportation readily available?
- Medical limitations
- Weather and road conditions?
- Crossing guard notification?
- Parent notification
- If some students cannot be released early, how many cannot be picked up in a timely manner?
- Do you have to arrange sheltering for anyone?

#### **Early Release Procedures:**

If releasing students and staff from your site or at another site, verify the following

with the district:

- Who coordinates arrangements?
- Who arranges for buses?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will crossing guards be notified?
- How and by whom will parents be notified?
- Who notifies food services?

NOTE: The order to release early may also originate by the civil authorities and will need to be confirmed.

Account for all students and staff and report the exact count to the district EOC.

Set up Student Release areas, where parents will come to sign out their students. (Post informational/directional signs so that parents know where to go to get their children.)

Report to Incident Commander the number of students who have not been picked up by their parents or other authorized persons or delivered to their homes by school bus.

Inspect site to make sure all students and staff have left and the campus is secured (all doors locked, windows closed).

Turn off utilities.

Post signs at all entrances and gates notifying parents that the site has been closed early and when it is anticipated that school will reopen.

## **SCHOOL CLOSURE / SHELTERING /EARLY RELEASE /LATE START (Continued)**

### **Late Start of School**

#### **Late Start Considerations:**

- Is it reasonable to expect to be able to open school at a later hour?
- Are school facilities operational (heating, lighting, etc.)?
- Weather and road conditions?
- Can buses be rescheduled? Do routes need to be adjusted?
- Parent notification (who and how?)
- Staff notification (who and how?)
- How will those students whose parents usually drive them to school get there if their parents have already left for work?
- Police notification (who and how?)

#### **Late Start Procedures:**

\_\_\_\_\_ If you are directed to delay the start of the school day, verify the following with the district:

- Who coordinates arrangements? (school site? district EOC?)
- Who arranges for buses?
- Who notifies the media, police, fire department, city emergency services?
- How and by whom will police be notified?
- How and by whom will parents be notified?
- Who notifies food services?

\_\_\_\_\_ After school is in session, account for all students and staff and report the exact count to the incident commander.

Verify the absences of students who have not reported to school.

\_\_\_\_\_

## Appendix E: Sample Forms

The job aids included in this appendix are listed below.

|                                                            |     |
|------------------------------------------------------------|-----|
| Staff Skills Survey and Inventory .....                    | 112 |
| Sample School-Parent Letter .....                          | 113 |
| Emergency Information Sheet .....                          | 114 |
| Student Accounting Form .....                              | 115 |
| Notice of First Aid Care .....                             | 116 |
| Site Status Report .....                                   | 117 |
| Update Report .....                                        | 118 |
| Student Release Form .....                                 | 119 |
| Search and Rescue Teams .....                              | 120 |
| Public Information Release .....                           | 121 |
| Emergency Time/Situation/Response Report .....             | 122 |
| Sample Log .....                                           | 123 |
| District-Wide Emergency Drill Site Observer Checklist..... | 125 |
| Shelter in Place Drill Checklist.....                      | 127 |
| Sample Disaster Volunteer Program Notice.....              | 128 |



## Staff Skills Survey & Inventory

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 our 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 place this survey in the folder at the office by Friday, August 7<sup>th</sup>.

**I. Emergency response:** Please check any of the following areas in which you have training or expertise

\_\_\_\_ CPR (current card-yes/no)      \_\_\_\_ First Aid (current card-yes/no)      \_\_\_\_ Triage      \_\_\_\_  
Firefighting

\_\_\_\_ Law Enforcement      \_\_\_\_ Construction (electrical, plumbing, carpentry)      \_\_\_\_  
Search/Rescue

\_\_\_\_ Emergency Planning      \_\_\_\_ Emergency Management      \_\_\_\_ Mechanical Ability

\_\_\_\_ Structural Engineering      \_\_\_\_ Ham Radio Operator      \_\_\_\_ CB Radio      \_\_\_\_ Waste  
Disposal

\_\_\_\_ Counseling/Mental Health      \_\_\_\_ Clergy      \_\_\_\_ Shelter Management      \_\_\_\_ Use of  
AED

\_\_\_\_ Media Relations/Journalism      \_\_\_\_ Survival Training/Techniques      \_\_\_\_ Licensed to drive  
bus

\_\_\_\_ Bi/Multi      \_\_\_\_ Lingual      \_\_\_\_ (what  
language(s)) \_\_\_\_\_

Other skills \_\_\_\_\_

**II. Equipment:** Do you keep a personal emergency kit..... In your car? \_\_\_\_\_ In your classroom?  
\_\_\_\_\_

List equipment or materials in your room/school that could be used in an emergency  
\_\_\_\_\_

---

What would make you feel more prepared should a disaster strike while you were at school?

---

---

**III. Multi Hazard Emergency Response School Team Membership:** Each school is to form a First Responder's Team that will provide leadership and direction in response and recovery activities related to emergency management.

Please indicate your interest in serving on this team. \_\_\_\_Yes \_\_\_\_No If you responded yes, how would you like to be involved?

---

**IV. Your Personal Emergency Contact:** In the event of an emergency, who could we contact?

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Please make additional comments on the back of this form. Thanks for your cooperation!

#### Sample Parent Letter

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 each of our schools has a detailed emergency response plan which has been formulated to respond to a major catastrophe. We would like to reassure you that our schools are safe. In fact, public schools in Indiana are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Your cooperation is necessary in responding to any emergency.

- Please do not telephone the school. Telephone lines may be needed for emergency communication.
- Emergency information will be broadcast as quickly as possible on local AM/FM channels. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.
- 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 designated as such on a School registration form which is required to be filled out by parents at the beginning of every school year. Photo ID may be required. *It is important that you report changes in emergency information to the school office as quickly as possible.*
- During an extreme emergency, students will be released at designated reunion areas located on school campuses.

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 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 (example: a 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. 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, School

### Emergency Information Sheet

Student's Name \_\_\_\_\_ Room Number \_\_\_\_\_  
 Address \_\_\_\_\_ Grade \_\_\_\_\_  
 Home Phone \_\_\_\_\_  
 Parent's Names \_\_\_\_\_  
 Mother's Work Address \_\_\_\_\_  
 Father's Work Address \_\_\_\_\_  
 Mother's Day Phone \_\_\_\_\_ Father's Day Phone \_\_\_\_\_

In an emergency or major disaster during school hours, my child may be released to the following persons: (THESE NAMES SHOULD BE THE SAME AS ON YOUR CHILD'S EMERGENCY CARD)

Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

My son/daughter needs to take the following medication:

Medication \_\_\_\_\_ Dosage \_\_\_\_\_ Time \_\_\_\_\_

Have you provided the school office with a supply of this medicine?

My child may \_\_\_\_\_ or may not \_\_\_\_\_ have Tylenol if needed during an emergency.

List allergies to medicine or foods \_\_\_\_\_

Doctor \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Student Released to: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Destination: \_\_\_\_\_

### Student Accounting Form

Room No. \_\_\_\_\_

Date \_\_\_\_\_

Enrolled per Register \_\_\_\_\_

Reported by \_\_\_\_\_

Not in School Today \_\_\_\_\_

Received by \_\_\_\_\_

Present Now \_\_\_\_\_

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name

Location

Problem

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2. Students on playground needing more first aid than you can handle:

Name

Location

Problem

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

**Notice of First Aid Care**

DATE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Dear Parent:

\_\_\_\_\_ was injured at school and has been given first aid. If you feel further care is necessary please consult your family physician.

Destination: (If not presently on site) \_\_\_\_\_

Transporting Agency: (if not presently on site) \_\_\_\_\_

Time: \_\_\_\_\_

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

---

PARENT'S SIGNATURE

---

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student  
1 copy stays with teacher or medical treatment team records

[Date]



### Site Status Report

TO: \_\_\_\_\_ FROM: (name) \_\_\_\_\_ LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ PERSON IN CHARGE AT SITE: \_\_\_\_\_

Message via: 2-way Radio \_\_\_\_\_ Telephone \_\_\_\_\_ Messenger \_\_\_\_\_

### EMPLOYEE/STUDENT STATUS

|            | Absent | Injured | # Sent to hosp./med | Dead | Missing | Unaccounted for (away from site) | # Released to parents | # Being supervised |
|------------|--------|---------|---------------------|------|---------|----------------------------------|-----------------------|--------------------|
| Students   |        |         |                     |      |         |                                  |                       |                    |
| Site Staff |        |         |                     |      |         |                                  |                       |                    |
| Others     |        |         |                     |      |         |                                  |                       |                    |

### STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

| Check<br>✓ | Damage/Problem  | Location(s) |
|------------|-----------------|-------------|
|            | Gas leak        |             |
|            | Water leak      |             |
|            | Fire            |             |
|            | Electrical      |             |
|            | Communications  |             |
|            | Heating/cooling |             |
|            | Other (list):   |             |

**MESSAGE:** (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

**Update Report**

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

**Update Report**

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

**Update Report**

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

**Update Report**

Name \_\_\_\_\_ Time \_\_\_\_\_  
\_\_\_\_\_ # children remaining at school  
\_\_\_\_\_ # staff members remaining to care for children  
\_\_\_\_\_ Assistance required: \_\_\_\_\_ water \_\_\_\_\_ food \_\_\_\_\_ blankets \_\_\_\_\_ # people to help

**Student Release Form**

TO BE TAKEN BY RUNNER

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Requested By \_\_\_\_\_

\*\*\*\*\*

**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*

**Student's Status**

**To be filled in by teacher**

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

\*\*\*\*\*

**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*

**To be filled in by Requester  
at Release Gate**

Requester Signature \_\_\_\_\_

Destination: \_\_\_\_\_

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

Time: \_\_\_\_\_

\*\*\*\*\*

## Search and Rescue Report

SEARCH AND RESCUE TEAM LEADER \_\_\_\_\_

**Note:** Number of teams will vary depending on size of campus.

|                                     |    | NAMES |  | Radio | Keys | Hard Hat | Goggles | Bucket | Vest | Clipboard | Backpack |
|-------------------------------------|----|-------|--|-------|------|----------|---------|--------|------|-----------|----------|
| SEARCH AND RESCUE TEAM #1<br>NOTES: | 1. |       |  |       |      |          |         |        |      |           |          |
|                                     | 2. |       |  |       |      |          |         |        |      |           |          |
| SEARCH AND RESCUE TEAM #2<br>NOTES: | 1. |       |  |       |      |          |         |        |      |           |          |
|                                     | 2. |       |  |       |      |          |         |        |      |           |          |
| SEARCH AND RESCUE TEAM #3<br>NOTES: | 1. |       |  |       |      |          |         |        |      |           |          |
|                                     | 2. |       |  |       |      |          |         |        |      |           |          |
| SEARCH AND RESCUE TEAM #4<br>NOTES: | 1. |       |  |       |      |          |         |        |      |           |          |
|                                     | 2. |       |  |       |      |          |         |        |      |           |          |
| SEARCH AND RESCUE TEAM #5<br>NOTES: | 1. |       |  |       |      |          |         |        |      |           |          |
|                                     | 2. |       |  |       |      |          |         |        |      |           |          |

S&R Team Leader

- Assign teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving CP; include radio check. Advise teams of known injuries.
- Remain at Command Post table.
- Be attentive to all S&R related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as "S/2 = RM 20" in box under team #3.
- Utilize manpower pool to aid S&R (i.e., request for backboard and carryout or request for equipment).

**Public Information Release**

Check ( ) as appropriate: District/District-wide \_\_\_\_\_ School \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

\_\_\_\_\_ has just experienced a(n) \_\_\_\_\_

☐ The (students/employees) [(are being) or (have been)] accounted for.☐ No further information is available at this time.☐ Emergency medical services [(are here) or (are on the way) or (are not available to us)].☐ Police [(are here) or (are on the way) or (are not available to us)].☐ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].

☐ Communication center(s) for parents (is/are) being set up at \_\_\_\_\_  
to answer questions about individual students.☐ Communication center(s) for families (is/are) being set up at \_\_\_\_\_  
to answer questions about individual employees.☐ Injuries have been reported at \_\_\_\_\_ and are being treated at the site by  
(staff/professional medical responders). (#) \_\_\_\_\_ reported injured.☐ Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom  
teachers/staff) or ( \_\_\_\_\_ )].☐ (#) Students have been taken to the local emergency room for treatment of serious injury.  
Parents of injured students should go to the emergency room at \_\_\_\_\_☐ (#) Confirmed deaths have been reported at \_\_\_\_\_  
Names cannot be released until families have been notified.☐ Structural damage has been reported at the following sites: \_\_\_\_\_.

Release restrictions \_\_\_\_\_ No \_\_\_\_\_ Yes

If yes, what?

Released to the public as Public Information Release # \_\_\_\_\_  
(Date/Time: \_\_\_\_\_)







## Sample Log

Date \_\_\_\_\_

**Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. They are legal documents!

|       |                                                                |
|-------|----------------------------------------------------------------|
| 9:50  | Approximate time of quake                                      |
| 9:55  | Custodian opened container                                     |
| 10:00 | Set up Command Post, Becky Harrison in charge                  |
| 10:00 | Becky says Nurse Nightingale is off campus                     |
| 10:00 | Student accounting forms coming into CP                        |
| 10:00 | Teachers are reporting to manpower pool                        |
| 10:02 | Report of Carrie Macintosh trapped in computer lab             |
| 10:06 | Water running out of boys room by room 3                       |
| 10:10 | S&R teams assigned, team #1 told about Carrie in computer lab  |
| 10:14 | S&R #3 radio batteries dead                                    |
| 10:15 | Broken glass and lights in room 10                             |
| 10:16 | Repairman on office roof prior to quake not seen since         |
| 10:17 | <u>Aftershock</u> - no injuries reported - students are seated |
| 10:18 | All S&R teams check in ok                                      |
| 10:19 | Room 20 front door jammed                                      |
| 10:20 | Sarah Laws & Mary Hans (parent nurses) here to help            |
| 10:21 | Becky places Sarah in charge of medical                        |
| 10:22 | Request backboard and 4 carriers to cafeteria                  |
| 10:22 | Nancy Powers assigned stress counseling                        |
| 10:23 | <u>Aftershock</u> - Becky Harrison injured                     |
| 10:24 | All S&R teams check in ok                                      |
| 10:24 | Command transferred to Laura Werner                            |
| 10:25 | District EOC on radio – we receive but cannot transmit         |
| 10:26 | Natural gas leak below bungalow 30                             |
| 10:27 | Custodian sent to check gas leak                               |
| 10:27 | Student release ready - S&R not finished                       |
| 10:28 | Major damage to cafeteria                                      |
| 10:28 | Broken windows/lights - room 14                                |
| 10:29 | Burning smell room 23                                          |
| 10:30 | Custodian unable to shut off gas by room 30                    |
| 10:32 | Michael Burns here - sent to help custodian                    |
| 10:33 | Room 32 shaken off foundation                                  |
| 10:35 | Police helicopter flies over                                   |
| 10:35 | Gas leak stopped                                               |
| 10:35 | John Forest climbed fence, took son Jeremy                     |
| 10:36 | Michelle Pauls here-assigned with Nancy Powers                 |
| 10:38 | Medical-reports total 9 minor injuries, 1 broken leg           |

**District-Wide Emergency Drill Site Observer Checklist**  
**District-Wide Emergency Drill Site Observer Checklist**

**Logistics:**

**Drop/Cover/Hold:**

- The drill was open when the students arrived at the assembly area.
- The teacher led drop/cover/hold by example.
- The Logistics person handed out supplies.
- The students knew the proper procedure:
- The Command Post table, chairs, and materials (map, markers, etc.) were set up.
- The students ☐ dropped under cover ☐ covered their eyes ☐ held
- Search & Rescue supplies and equipment were set out.
- The teacher gave instructions and reassurances.

**Command Post:**

- The teacher checked self and evaluated situation.
  - The Incident Commander remained at the Command Post during the entire drill.
  - The teacher asked the students to check themselves and others.
  - The Incident Commander made a visual survey of the assembly area from the Command Post.
  - The teacher evaluated the situation and waited for class composure before asking for an evacuation.
  - The Documentation Clerk kept a log of all events.
  - The teacher checked with the buddy teacher.
  - Team Leaders reported to the Incident Commander.
- Special situations: If there were special situations, either planned or unplanned, how were they handled?

**Evacuation and Student Accounting:**

**Search & Rescue:**

☐ Team Leader in charge      Number of teams \_\_\_\_\_

- If there were no serious "injuries," the teacher evacuated with the buddy teacher, one at the front of the line, one at the rear. If a teacher was incapacitated, buddy teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the buddy teacher evacuated both classes to the assembly area.
- Teams were dispatched to high priority areas first.
- Each team member was properly attired (appropriate shoes, vest, hard hat, carrying dust mask, goggles, whistle, flashlight).
- At the assembly area, the students sat down while the teacher took roll.
- S&R teams completed a sweep of their assigned areas (covering the entire campus).

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Comments:

***District-Wide Emergency Drill Site Observer Checklist***  
(Continued)

**Medical Team:**      Number of people assigned \_\_\_\_\_

- The first aid area was set up out of sight of the student assembly area.
- The first aid barrel was located at the first aid area.
- Cots and stretchers were assembled.
- Victims were received and treated.
- A log was kept of all treatments.

Comments:

**Reunification**  
**Request Gate:**

Number of people assigned \_\_\_\_\_ Number who were volunteers \_\_\_\_\_

Number of parent requests processed \_\_\_\_\_

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.
- Runners were available to handle requests.
- Student Release Forms were available for use.

**Reunion Gate:**

Number of people assigned \_\_\_\_\_ Number who were volunteers \_\_\_\_\_

Number of parent requests processed \_\_\_\_\_

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.

Comments:



## Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, Eunoia Charter School of Excellence Elementary, Middle, and High School may need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If someone wishes to be a volunteer at a local school campus after an emergency, he/she must register with the Supervisor of Pupil Services and attend emergency services training.

Volunteers who have registered and completed training will be given a picture ID. The volunteer's "Skills Survey and Inventory" will be sent to the local school. That school will welcome the volunteer on campus after a disaster and have a task ready to complete. Volunteers may also be asked to participate in emergency drills.

## **Appendix F: Postvention Plan**

|                                                                         |     |
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***Planning for the Psychological Aftermath of School Tragedy***

Thomas T. Frantz

Associate Professor of Counseling and Educational Psychology, State University of New York at Buffalo

Our purpose is to discuss a basic postvention plan that can be adopted for use in any school following a death or tragedy. The plan is designed to go into effect the first school day after the trauma has occurred.

To initiate thinking about postvention, consider the following specific questions that will usually arise:

1. How and when should students and faculty be informed of the pertinent details surrounding it?
2. How, when, and where should students be allowed to express their reactions?
3. What should be done for victims' close friends?
4. What should be done for "high risk" students?
5. Should the school hold a special assembly or memorial service?
6. Should there be a symbolic expression of grief, such as lowering the flag to half mast?
7. Should the school close for the funeral?
8. Who should go to the funeral?
9. What kinds of commemorative activities or symbols—plaques, memorial funds, etc.—are appropriate?
10. Should the victims' parents be contacted and what help can be offered to them?
11. What should be done about the concerns of other parents?
12. How should the school deal with the media?
13. Should the school turn to outside consultation for help? To whom?
14. What reactions from students should be expected?
15. Should a regular school schedule be followed the day after?

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***Planning for the Psychological Aftermath of School Tragedy***

(Continued)

16. How long should the school be concerned about student reactions?
17. How much grieving or "acting out" should be allowed?
18. Should students be involved in planning the school's response?
19. Who should organize and coordinate the school's response?
20. What about siblings or affected students in other schools?
21. What should teachers say to students in their classes?



## **Principles of Postvention**

Eunoia Charter School of Excellence Board Policy *Crisis Management* (3.203) mandates the development of a crisis management plan "...for use in times of crisis, including suicides, shootings, and death of a student, parent or faculty member." Eunoia Charter School of Excellence's postvention plan is based on the principles of reducing fear, facilitating grieving, and promoting education.

### **REDUCE FEAR**

Fear is the most overpowering and debilitating human emotion. Fear can cause us to flee in panic, act irrationally, become immobilized, say things we regret, and act in other ways that later are embarrassing to us. To deal with fear, we first recognize that fear breeds in the unknown. People are most afraid of what they don't understand, of mysterious, dark, different, unknown situations. The neighbors' German Shepherd running at you, riding the subway, or driving to Toronto may each be scary the first time, but once you get to know the dog, have taken the subway a few times, or made the trip to Toronto often, you are much less afraid. Experience reduces the unknown and thereby reduces fear. An earthquake, especially one resulting in death, produces so many unanswered questions, leaves so much unknown, and thus creates fear. What made it happen? Will it happen again? Is the school really safe? Am I safe at home?

While exercising sensitivity, we reduce fear by providing students and staff factual information about what happened, the deaths, and the grieving process to be expected in the days ahead by organizing the school day with as few changes as possible and by providing an open, accepting atmosphere allowing the "secret" fears, questions, and feelings of students and staff to come out.

### **FACILITATE GRIEVING**

Grief is the normal, healthy, appropriate response to death or loss. Anyone who knew those that were killed is going to experience grief, from the parents whose bereavement will normally last 2 to 3 years to tangential acquaintances whose grief will be measured in days. Students and staff don't get a choice of whether to feel grief, but they do get to choose how they'll respond to it.

People who deny their grief, pretend it's not a big deal, or insist they're not going to let it bother them, or try to cover it up with bravado, laughter, or stoicism usually have a much harder time resolving their grief than do people who are able to grieve more expressively.

Each person grieves in his or her own way, a way that has been learned by experience with loss over the years. A student or staff member's way of grieving or coping with loss can be predicted (based on past experience with loss) and is not likely to change in the midst of a crisis like the aftermath of an earthquake.

*Accordingly, a wide range of grieving behavior needs to be tolerated, e.g., screaming in anguish, pounding the lockers in anger, sobbing in the hallway, stunned silence, inability to answer even simple questions, seeming totally unaffected as if nothing happened, or saying as one boy did upon being told of*

### **Principles of Postvention (Continued)**

*his friend's death, "Good, now I don't have to pay him the ten bucks I owe him." (This last remark was made in shock and he spent the next month being attacked for it and apologizing over and over for it.)*

The initial response of most people to learning that someone they know has died is shock. Shock is usually a numbness, feeling like in a fog or spacey during which the full impact of what's happened may not have sunk in. People in shock usually don't talk a lot and mostly need friends to be patient and not assume that they're unaffected just because they're not emotional.

Other reactions to be expected for some people following death are anxiety over what else might happen; anger at the person that died (e.g., for not heeding warnings); blame at someone for not doing something to save her; and perhaps guilt for surviving when he didn't. Naturally sadness and feeling the loss will usually replace shock, anxiety and anger and remain as the major result of the death for a long time.

While each person's way of grieving needs to be accepted, people who can get their grief out by talking, crying, expressing anger or guilt, writing, reading, exercise, painting, music, etc. are usually better able to resolve their grief and in less time than those who can't or are not allowed to grieve. Thus, the school's postvention program needs to allow and encourage the natural expression of grief, especially immediately after the tragedy, but also, for some students, in the weeks and months ahead.

In this vein, one of the most predictable and significant consequences of a tragedy is that it will unlock and trigger unresolved grief in many students and staff. That is, there will be a sadness in the school not only because a student has died, but because grief over people's previous losses will be activated. For example, the girl whose father drowned last year, the teacher whose miscarriage at 6 months no one would talk about, the boy whose mother has breast cancer, the custodian whose dad is deteriorating with Alzheimer's disease at a nursing home, the freshman whose parents are fighting out a bitter divorce all will be feeling both the effects of the tragedy and, now even more intensely, the pain of their own life.

The school's postvention program must take into consideration both grief over previously unresolved losses and give high priority to facilitating the grieving process of students and staff.

### **PROMOTE EDUCATION**

The purpose of a school is to educate its students and staff. Since we learn more from problems, crisis, and tragedies than on average days, an earthquake will be an intense time of learning—not reading and arithmetic, but of things perhaps more important.

The postvention program must be developed to promote constructive and useful learning in the

aftermath of tragedy. Students and staff can be helped to learn how they react in a crisis, what people do that help most, how to help other people, what they really believe about death, that people can cry and still be strong, and, measured against the criterion of death, what's really important in life.

Obviously no one wants a student to die; however, given that the death has happened, inevitably learning is going to take place. The only question is whether the school going to allow it to occur haphazardly or will a postvention program be developed to promote constructive grieving, ways of helping others, and understanding of death and people in crisis.

---

### Postvention Plan

What follows is intended to be a practical step-by-step outline of the tasks to be accomplished in planning a school's response to tragedy. The planning process should begin, of course, long before the event occurs. It may be initiated by anyone recognizing the need for a postvention plan; however, the cooperation, support, and, hopefully, leadership of key school personnel must be obtained before meaningful planning can take place. That is, the principal, superintendent, and guidance staff clearly needs to be involved and preferably also key teachers, coaches, school psychologists and social workers, nurses, and administrative assistants. Some involvement of an outside expert or consultant may be helpful at varying stages of the planning process. At times in the process it is extremely important to consider the roles that custodians, secretaries, cafeteria workers, substitute teachers, bus drivers and student leaders may play in the planning and/or implementation of the postvention program.

Each school needs to plan how it will carry out the 19 tasks outlined below. A report containing plans for how each task will be accomplished constitutes the postvention plan and should be available to all school personnel. It should be periodically reviewed, especially by the administrative and guidance staff, to update it (key resource people and phone numbers may change) and to keep copies of it at home as that's where the initial call about the tragedy may come.

To provide a context for the specific aspects of the postvention plan, we'll assume that the school day after the earthquake would begin with an emergency staff meeting before school followed by each faculty member facilitating a short discussion of what has happened in the homeroom or first period class. Discussion of feelings about what's happened should be allowed to take as much class time as seems appropriate. A regular school schedule should be followed, but with great flexibility in allowing students to talk in the hallways, go to various individual and group counseling rooms provided, sit quietly in pairs on the stairway, be excused from tests and homework, etc. The structure of a regular school day provides some security and routine in a suddenly topsy turvy world while the wide latitude given students allows grief to be expressed.

### Postvention Plan (Continued)

1. Crisis Center and Counseling Room. One room with a telephone needs to be set up as a general headquarters and information center. Someone (perhaps the principal's secretary, the media liaison person, or a member of the crisis response team) should be designated to be in that room at all times during the day after the tragedy to relay information and answer questions on how to locate the principal, superintendent, school nurse, school psychologist, crisis response team, etc.

Additionally, rooms should be set aside and their existence clearly publicized the day after the crisis for individual and small group counseling or where students can go to talk and not be alone. Each room should be manned by a school or community resource person. One of these rooms, though loosely supervised by a staff member, may be designated as a quiet or respite room where a student can go to be alone and silent.

2. Procedure on Funerals. Wakes, funerals, and other rituals around death usually serve a useful purpose in acknowledging and accepting the death, beginning the grieving process, and letting people know they're not alone. The crisis response team needs to formulate a school procedure on funerals which addresses questions like: Will the school be closed for the funeral? Will staff and/or students be given permission to attend the funeral? Will notes from parents be required for students to attend the funeral or memorial service? Will the school provide bus transportation to the funeral? Will students absent the day of the funeral be penalized? How will teachers who insist on having a test on the day of the funeral be handled? Will any in-school memorial services be held?

The school should determine the answer these questions based on the crisis situation. General suggestions are to allow or encourage students and staff to attend the funeral—the students preferably with parental permission. It is best to run a regular school schedule and not offer special transportation to the service. Penalties to students in the days after the death should be few, and in most cases, the school is better off not setting up its own memorial service.

Special arrangements may need to be made in the rare instance when the family has no wake, a closed funeral, or no funeral at all. In such cases, the school may need to organize or at least allow some special memorial service to take place.

**Postvention Plan (Continued)**

3. Procedure on School Memorial. The crisis response team, perhaps in conjunction with student leaders, needs to formulate a procedure on what sort of memorial is appropriate to pay tribute to the person who has died. Will the flag be flown at half mast? Will a special page be set aside in the yearbook and who will write it? Will parents be consulted about a memorial? Does the class of the student who died want to establish a scholarship in the student's memory? Will a special event like a concert, school play, or class day be dedicated to the deceased student? Will a plaque be placed in the school? Will a tree be planted in the student's name?

The implementation of this procedure on memorials is an excellent place to involve students and can provide a task which helps them channel their grief into a constructive goal while giving them a reason to come together, which may allow them to share with and support each other. It is often best to invite those students closest to the deceased student to plan the memorial to that student.

4. Interface with Student Leaders. Postvention is best handled by the school staff and community people, but the crisis response team should consider what role student leaders could play. Should there be a student member on the crisis response team? This is not to say that student leaders should have a role in postvention; rather it is to ask the crisis response team to consider whether they should, and if so, in what way.
5. Availability of Readings on Death. Many people affected by death find great comfort or help in reading about the grieving process, other people's experience with death, death itself, or suggestions on how to be helpful to their friends in a time of crisis. Accordingly, the school librarian should be prepared to place on an easily accessed table or counter a number of books or pamphlets on death, grief, and earthquakes to be readily available for those students and staff who may find them helpful.
6. Calling in Substitute Teachers. Owing to their own grief or personal difficulties with death, some teachers may be unable to function normally, let alone help with student reaction. This coupled with the difficulty in predicting the extent of student needs leads to the suggestion that the crisis response team develop a plan for calling in a number of substitute teachers who will be available to fill in, in whatever ways the day's events dictate. Perhaps they won't be needed, but their presence will allow flexibility in use of school resources to meet student needs.

**Postvention Plan (Continued)**

7. After-School Staff Meeting. At the close of the first school day after the tragedy, a second staff meeting should be held for all school staff. The meeting may be led by the principal or the crisis response team. The purpose is to review the day's events, attending to what went well and what didn't, identifying which students staff are most worried about and how to help them, making any needed adjustments in the postvention plan, enunciating continuing postvention plans, and allowing staff to raise questions for the crisis consultant or response team.
  8. Evening Parent/Community Meeting. Plans for a parent/community meeting to be held a day or two after the funeral may be formed by the crisis response team depending upon the situation. Experience shows that such a meeting may be more important in a small or isolated community. The principal, crisis response team, and crisis consultant should speak at the meeting with the crisis consultant bearing the brunt of the load and emphasizing what to expect during the grieving process and how to be helpful to students and adults affected by the crisis. While such a meeting is not essential, it usually is helpful to community people even if not directly affected by the tragedy and allows the school to perform a constructive community service.
  9. Postvention Evaluation. After the crisis is over usually a few weeks following the tragedy, there will still be some students and perhaps staff who will be grieving deeply and need support or counseling for some time to come. However, for most of the school, life will be more or less back to normal. During the time after the crisis, the crisis response team needs to organize a meeting of those staff most directly involved in postvention to discuss and evaluate the postvention process. Prior to the meeting feedback should be solicited from other people who were involved in postvention. This information can be fed into the postvention evaluation meeting. Of course, the purpose of the meeting is to ascertain what worked well and what didn't, what modifications in the postvention plan are needed, and to thank or give feedback to those who helped the school cope with the crisis.
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### ***The Issue of Staff Grief***

Responsibility for carrying out the postvention plan is on the shoulders of various school staff members, some of whom will have known, perhaps been close to, the student who died.

Other key staff may be experiencing painful turmoil in their own lives. A student's death will cast grief over the school. The staff will be trying to help students cope with grief. The first principle of grief work is to be aware of and pay attention to one's own grieving process. The nature and strength of a teacher's feelings will affect—perhaps to help, perhaps to interfere with—students' grief.

Therefore, to best prepare for postvention following a death, the crisis response team, cognizant of staff being (intended or not) role models for student grief, should organize an in-service training day focusing on the losses, grieving styles, coping mechanisms, and feelings about death experienced by staff members. The in-service should contain two sessions, one didactic and the other experiential, and be conducted by the crisis consultant.

The didactic portion should consist of an explanation of grief and the process people go through when a loved one dies. Issues such as how long the grieving process may take, phases one goes through, feelings of going crazy as a normal part of grief, what helps and what to say to people in grief, and especially the influence of coping with past losses or current reaction to death should be discussed.

Experientially, the session should help people become aware of their own grieving process—their own unique ways of coping with loss and death. In pairs, triads, or small groups, each person may be asked to think back over his/her life about the losses he/she suffered (to death or otherwise), to describe one or two of these losses, share how he/she reacted, coped and grieved during those times, and recall what helped or didn't help.

There are two reasons for this exercise. First, people grieve a current death in much the way they've grieved other losses in their lives. When death occurs, people don't leisurely decide how they're going to grieve; they react immediately and begin to respond the only way they know how, the way they've learned over years of coping with losses. People don't change their style of grieving in a crisis; so focusing on one's grieving style will provide a good indication of how that person will react when a student death occurs. Thus, staff can know what to expect from themselves and what they'll need in the crisis.

Second, people have a tendency to judge others through their own eyes and hence assume that other people will or should react to and grieve the death they way they do. This tendency is nearly always unhelpful and interferes with the staff member's ability to respond to student or other staff needs following the crisis. Awareness of one's own grieving tendency makes it more likely that he/she can set that tendency aside for a time and be open to helping other people cope in their own way.

Knowledge about grief in general and one's own grief in particular, will increase the self-confidence of staff members, thus enabling them to talk with, listen to, and help students in the aftermath of a crisis.



### ***Suggestions on Leading Class Discussion of Death***

One or more of three paths can be followed in leading a class discussion following the death of a student. First, mention in a kind and sensitive way what has happened and then simply open the floor for whatever anyone wants to say by saying something like: "This has come as such a shock to all of us. It's so hard to believe. Do any of you have any reactions or feelings or thoughts about \_\_\_\_\_'s death?" If it's a vocal group or emotions are high, this simple offer may be all that's needed for students to begin sharing their reactions.

Second, reference can be made to some aspect of the crisis and specific questions can be directed to the class about the concern. For example, the teacher can mention that the funeral will be at 1:00 p.m. tomorrow and that any student who wishes to, may attend; then follow this by asking, "How many of you have ever been to a funeral?" and asking some of those with their hands up whose funeral they went to and what it was like, was the casket open, what did people say at the funeral, etc. This more direct cognitive approach may be easier for some students to respond to. The teacher may choose to share his or her funeral experience with the class as well.

Third, depending on the teacher's own state of mind or his/her assessment of the mood of the class, the teacher may express his/her own emotional reaction in a very feeling way to the class and perhaps be silent for a moment afterwards to see if it triggers any student response. For example, a teacher may say something like, "I was 12 years old when my dad died. I was so scared I could hardly talk, but all I could think of was I better not cry because my mother's going to need me to take care of my little sister," etc. or "Last night when Mr. \_\_\_\_\_ called to tell me what had happened, I thought he was joking and said, 'If you think this is funny, you're wrong!' When I realized he was serious, I hung up the phone, slammed my fist on the table, and thought "What a rotten thing to happen." I couldn't get to sleep wondering all night what was going through her mind as she died and I kept getting sadder and sadder."

Emotion begets emotion. A genuine, honest heartfelt response by a teacher will be more likely to elicit an emotional response in a student than will a cognitive or light response. Death is a great leveler. Neither teacher nor student fully understand it, has an answer for it, nor knows how to make it better. Though used to being cast in the role of expert, few teachers are experts on death; so it's phony to try and play that role. It's far better to be human with your students, showing your feelings if you can, and modeling that it's OK to be upset or grieve when someone dies.

Being only human, some teachers may know themselves well enough to realize they are simply unable to lead a class discussion on death, in which case they may ask a counselor or someone to come to their class and take over the discussion.



### ***When to Refer a Child to Mental Health Professionals***

There is a wide range of normal reactions following a disaster. Usually, these reactions can be handled by support at home and at school. However, this is not always the case. As teachers you may need to recommend professional intervention to some parents. In making such a referral, it is important to stress that it is not a sign of failure if parents find that they are not able to help their child by themselves. It is also important to note that early intervention will help the child return to normal and avoid more severe problems later. Young children are the ones most likely to act out the tensions within the family. Family participation in the consultation or treatment is always desirable.

Consider referring the family for professional help if the child:

- Seems excessively withdrawn and depressed; does not respond to special attention or attempts to draw him/her out;
- Engages in overly self-destructive behavior such as holding his/her breath, head-banging, eating inedible objects or substances, intentionally injuring self or having repeated "accidents" that result in injury;
- Continues to have physical complaints (such as diarrhea or constipation) after clearance by pediatrician;
- Acts out in an excessively aggressive manner that poses a danger to children or adults around him/her.

If any of the symptoms described in the next section (Emotional and Behavioral Reactions of Children to Disasters), persist 2 to 4 weeks after the disaster, special attention may be required. It is important to watch for significant changes in the child's temperament or personality. A normally excitable child who becomes docile and quiet, or a quiet, obedient child who becomes aggressive and belligerent, may be demonstrating an inability to cope with stress.

Children who have lost family members or friends and children who were physically injured, or felt that they were in life-threatening danger, are at special risk. Children who have been in previous disasters or who are involved in a family crisis (e.g. parental separation) in addition to the disaster may have more difficulty coping. Counseling may be recommended when these circumstances exist or when the student is unfamiliar and is showing unusual behavior.

Eunoia Charter School of Excellence collaborates with local Behavioral Health Agencies designed to aid parents and students in entering the mental health system for treatment. (Forms are located at end of this section.)

### **Emotional and Behavioral Reactions of Children to Disasters**

The reactions of children to disasters are affected by five important factors:

1. A child's perception of adults' reactions to the disaster.

2. The amount of direct exposure the child has had to the destruction of the disaster.
3. A child's developmental age.
4. The existence of family or other problems prior to the event.
5. Prior experience in another disaster.

**PRESCHOOL: AGES 1 TO 5**

- Children this age are particularly vulnerable to changes in routine.
- They lack the ability to verbalize their feelings and the conceptual skills to cope with sudden stress.
- They are affected by the reactions of family members and school personnel.
- Some of the common emotional and behavioral reactions to a natural disaster include:
  - ◆ Denial of the event, or no reaction whatsoever.
  - ◆ Nervousness.
  - ◆ Irritability.
  - ◆ Disobedience.
  - ◆ Hyperactivity.
  - ◆ Tics.
  - ◆ Speech difficulties.
  - ◆ Anxiety about any separation from parents.
  - ◆ Shorter attention span.
  - ◆ Aggressive behavior.
  - ◆ Sudden bursts of tears.
- These typical responses can manifest themselves in the following physiological reactions:
  - ◆ Loss of appetite or overeating.
  - ◆ Indigestion or vomiting.
  - ◆ Bowel or bladder problems.
  - ◆ Sleep disorders and nightmares.

***Emotional and Behavioral Reactions of Children to Disasters*** (Continued)

- Stress in these children may result in the following regressive reactions:
  - ◆ Resumption of bedwetting.
  - ◆ Thumbsucking.
  - ◆ Fear of:
    - Darkness.
    - Animals.

- Monsters.
  - Strangers.
- Actions you can take in the classroom to alleviate some of this stress include:
    - ◆ Re-establishing comfortable routines.
    - ◆ Providing opportunities for children to express their feelings both verbally and nonverbally.
    - ◆ Giving ample physical comfort (e.g., hugs, holding hands).
    - ◆ Physical re-enactment of the disaster.
    - ◆ Patient and repetitive clarification of what actually took place.

#### **EARLY CHILDHOOD: AGES 5-11**

- Regressive behaviors are especially common.
- Children may become withdrawn and/or more aggressive.
- They may be particularly affected by the loss of prized objects or pets.
- Some of the common emotional and behavioral reactions include:
  - ◆ School phobia.
  - ◆ Withdrawal from friends.
  - ◆ Hyperactivity.
  - ◆ Irritability.
  - ◆ Disobedience.
  - ◆ Inability to concentrate.
  - ◆ Repetitive talking about their experience.
  - ◆ Aggressive behavior.
- These typical responses can manifest themselves in the following physiological reactions:
  - ◆ Headaches.
  - ◆ Nausea.
  - ◆ Sleep disturbances.
  - ◆ Persistent itching and scratching.
  - ◆ Complaints of visual or hearing problems.

***Emotional and Behavioral Reactions of Children to Disasters*** (Continued)

- Stress in this age group may result in the following regressive behaviors:
  - ◆ Increased competition for attention.
  - ◆ Excessive clinging.
  - ◆ Wanting to be fed or dressed.
  - ◆ Engaging in habits they had previously given up.
- Actions you can take in the classroom to alleviate some of this stress include:
  - ◆ Giving additional attention and consideration.
  - ◆ Temporarily lessening requirements for optimum performance in academics.
  - ◆ Providing opportunity for structured but undemanding chores.
  - ◆ Encouraging verbal expression of thought and feelings about the disaster.
  - ◆ Encouraging physical activity.
  - ◆ Rehearsing safety measures to be taken in future disasters.

**PREADOLESCENT: AGES 11 TO 14**

- Peer reactions are very important to this group.
- They need to know their feelings are typical.
- Survivor's guilt might emerge in this age group.
- Group discussion can be effective in reducing the sense of isolation.
- Some of the common emotional and behavioral reactions include:
  - ◆ Disruptive behavior.
  - ◆ Sadness or depression.
  - ◆ Resistance to authority.
  - ◆ Loss of interest in hobbies and peer activities.
  - ◆ Inability to concentrate.
- These typical responses can manifest themselves in the following physiological reactions:
  - ◆ Complaints of vague aches and pains.
  - ◆ Overeating or loss of appetite.
  - ◆ Skin disorders.
  - ◆ Sleep disorders.
- Actions you can take in the classroom to help alleviate this stress include:
  - ◆ Reassuring them that their responses are typical.
  - ◆ Teaching them that with time they will be able to function and concentrate again.
  - ◆ Giving them additional consideration and attention.
  - ◆ Encouraging verbal expression of feelings.
  - ◆ Providing structured but undemanding responsibilities.
  - ◆ Rehearsing safety measures to be taken in future disasters.
  - ◆ Encouraging physical activity.

### ***Emotional and Behavioral Reactions of Children to Disasters*** (Continued)

#### **ADOLESCENT: AGES 14 TO 18**

- These children may have extreme fear that their reactions might differ from the peer group.
- They may be frustrated by their lack of adult responsibilities.
- Some of the common emotional and behavioral reactions for this age group include:
  - Marked increase or decrease in physical activity level.
  - Expression of feelings of inadequacy and helplessness.
  - Delinquent behavior.
  - Depression.
  - Increased difficulty in concentration.
  - Extreme mood swings
- Actions you can take in the classroom to alleviate this stress include:
  - Encouraging discussion of the disaster with peers and adults.
  - Temporarily reducing expectations of academic performance.
  - Encouraging involvement in school rehabilitation and recovery efforts.
  - Encouraging resumption of social activities.

### ***Guidelines for Student/Staff Sudden Death***

Following a traumatic death, people can feel a sense of loss for at least 2 years. Frequently, aftereffects are felt as a pervasive sense of malaise among students and school staff. School staff can be devastated well into the next school year, and there may be a change in attitude toward teaching. Some staff may increase their emotional distance from students. Students tend to be fearful of getting close to one another, fearing the loss of another classmate or friend. The need to cope adaptively is necessary. These guidelines are written to help deal with these concerns and to establish procedures for student sudden death.

### ***Day of a Sudden Death***

1. Upon notification of the sudden death of a student or staff member, the building Principal will notify the Director of Student Services or the Administrative Assistant for Guidance and Counseling. One of these individuals will notify the Superintendent and the Assistant to the Superintendent for Communications.
2. The Principal will initiate a "call tree" to all faculty and support staff, informing them of the sudden death and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
3. Telephone conferences with the district's crisis team will be held to plan tentative activities for the next day (the day after the sudden death).

### ***First Day After a Sudden Death***

1. The School Director meets with the crisis team 30 minutes before meeting with faculty to plan the aftermath of the sudden death.
2. The Principal reviews the available facts of the case with all faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for faculty and support staff to express feelings. Faculty/staff are encouraged to lend support to one another.
3. A member of the district crisis team describes some of the feelings the students may be experiencing following the death of a classmate: disbelief, anger, denial, sadness, and loss. Suggestions are reviewed on ways to handle expressions of grief in their classes.
4. A crisis center will be established in the school building. Additional Student Services staff from other buildings may be called in to assist with the crisis. A member of the crisis team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents, and staff.

### **Guidelines for Student/Staff Sudden Death (Continued)**

5. Volunteer helpers may be assembled to provide assistance. The crisis team will offer them some guidelines for helping troubled students.
6. A letter from the Principal may be sent home with students notifying parents of the sudden death and providing them with information regarding the stages of grief and listing reading materials that are available in the school media center on the subject of death.
7. School staff are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
  - Allows for the expression of feeling and mutual support.
  - Reviews the events of the day.
  - Reviews the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students' reactions during the day.
  - Announces the funeral arrangements. Staff may be encouraged to attend if they feel a special need or to provide support to students and their families.

### **Day Following a Sudden Death**

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

### **Procedures For Dealing with Students Displaying Suicidal Concerns**

The following procedures to address suicide are to be followed in Eunoia Charter School of Excellence by School personnel:

1. **Parent contact.** Parents/ guardians are to be contacted immediately whenever their child is presenting a danger to him or herself or to others.
2. **Screening.** School counselors are to be available and accessible to students needing to communicate personal concerns. School personnel are to be trained to screen for suicidal ideation. Substance abuse, psychiatric illness, chronic running away and physical or sexual abuse can place children at-risk for suicide.
3. **Home-school-community communication system.** The counselor at the school will monitor

### **Guidelines for Student/Staff Sudden Death**

### ***Procedures For Dealing with Students Displaying Suicidal Concerns (Continued)***

the activities (to include home, school, and community) of students identified as potentially suicidal.

4. **Referral.** Students who have serious problems or make suicidal threats or attempts should be referred immediately to the Youth Villages Specialized Crisis Services (1-866-791-9227), an agency that is trained and licensed to treat suicidal youth in West Indiana.

While it is not the responsibility of school officials to provide treatment, it is the responsibility of schools to protect children when they are at school.

**Suicide Prevention Procedures** The procedures described below will be followed to help prevent suicides and to protect schools from liability if a suicide does occur. The procedures outlined below are applicable to four kinds of situations that may arise:

#### **1. Suspected Suicidal Ideation**

- All employees are trained annually to recognize a suicidal ideation, understand what their responsibilities are when an ideation occurs, and know what action to take.
- A school-based suicide prevention program (such as the Jason Foundation) is taught annually to provide students with suicide prevention skills. (Students may be the first to recognize that a friend or acquaintance may be suicidal. Many times a potentially suicidal student will state his or her intentions to friends. If students know the warning signs of self-destruction and know where to refer a friend, they can be a great resource in the suicide prevention effort.)

#### **2. Suicide Threat**

- Have an appropriately trained staff member such as a school social worker or counselor trained in suicide assessment evaluate the risk and provide immediate crisis intervention services to the student. Threats of suicide should never be taken lightly.
- Remove the student from any area containing any dangerous substances and/or implements, and remove any dangerous substances or implements from the student.
- Do not leave the student alone until either it is determined that the student is no longer in danger, or until that student has been referred to appropriate treatment.
- Notify the parents.
- Have the contact person at the school set up a home-school-community communication system and notify other school personnel about the need to monitor the student.

### **Guidelines for Student/Staff Sudden Death**

### ***Procedures For Dealing with Students Displaying Suicidal Concerns (Continued)***

#### **3. Suicide Attempt**



In the event of a suicide attempt (defined as any behavior or gesture that indicates intent to take one's life) the following actions should be taken:

- Treat it as a medical emergency. School Director and/or Designee to contact parent/guardian and Emergency Medical Services (911), if necessary/appropriate.
- Have a staff member stay with the student at all times.
- Remove all dangerous substances and/or implements from the student and from the area.
- Notify the parents immediately.
- Have an appropriately trained staff member assess the situation and provide crisis intervention services.
- Involve psychological or consultation services through the SAP.
- Have the contact person set up a home-community communication system and notify other school personnel (school administrators, counselors, nurses, and teachers) about the need to monitor the student. If appropriate, the school could develop and implement an Individual Assistance Plan with the student, school, family, and other involved agencies.
- Urge parents to seek immediate treatment for the student. The district should document any such encouragement and the parents' response. If the parents do not respond, the student should be referred to Child Protective Services.

#### 4. Suicide Completion

If a suicide is completed, the following actions also appropriate to a suicide attempt should be taken:

- Treat it as a medical emergency and call Emergency Medical Services(911.)
- Have a staff member stay with the student.
- Notify the parents immediately.
- Notify staff members.

#### Guidelines for Student/Staff Sudden Death

##### **Procedures For Dealing with Students Displaying Suicidal Concerns** (Continued)

In addition, the following actions should be taken:

- A school crisis team meeting should be called. The crisis team should be organized prior to a crisis and should include school and/or district administrative, counseling

and psychological services staff, teachers, and nurses. Professionals from outside the schools also may be included, such as psychiatrists or psychologists, community mental health professionals or emergency response mental health personnel. After a suicide completion, the crisis team should identify students who are at the highest risk for suicide, including students who were close friends of the victim, students who seem particularly troubled by the suicide, students who have themselves made suicide attempts, or other high-risk students with poor coping skills.

- The Superintendent's office should be notified about the suicide and the post-suicide plan should be implemented.
- All building personnel should be notified about the suicide and the post-suicide plan should be implemented.
- Factual information about the suicide should be communicated to school staff and to the students. Rumors should be dispelled. General announcements of the suicide are not recommended, unless accompanied by counseling and educational support in all classes.
- Parents of any students expressing strong emotional reactions or suicidal ideation should be notified. Those parents should be urged to seek treatment for their children.
- Members of the crisis team should make presentations to each class in which the student was enrolled and discuss the facts of the student's suicide and the futility of suicide. All students who want to discuss the subject further should be urged to see the school counselor or other specially trained staff. If any students are experiencing strong emotional reactions, their parents should be notified and the students should be referred for treatment.
- All teachers should set aside time for students to discuss their reactions to the tragedy, and students who seem very upset should be referred to the counseling team.
- Counseling services should be made available to those students who have been identified as at-risk for the length of time that the crisis team deems necessary. Referral for treatment to community agencies or hospitals should be made, if appropriate.
- School in-service sessions and counseling time should be made available to all school personnel to help them deal with their own reactions to the suicide.

#### **Guidelines for Student/Staff Sudden Death**

#### ***Procedures For Dealing with Students Displaying Suicidal Concerns***

**Neither the student nor the suicidal act should be glorified or memorialized in any way.**

NOTE: It is extremely important to secure the cooperation of family, friends, school personnel, neighbors, and others who will assist in providing support and supervision for a student believed to be suicidal. Parents must be warned that a suicidal student should not be left alone. If possible, secure written parental permission for the school to communicate directly with treatment providers. The treatment plan and the school intervention plan must work closely together, not at cross purposes.

**All uniform items must adhere to policy as listed below.** Eunoia School of Excellence Uniform standards by grade as indicated below. The School Director reserves the right to decide whether or not something conforms to the dress code.

### **Dress Code for students in Grades K - 2**

**Shirts** - Orange polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times.

**Pants** - Khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. With pants containing belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable. Girls may choose to wear the Lands' End round neck jumper with front pleated skirt or the khaki cotton twill pants.

**Sweaters** - White sweaters and sweater vests are the only acceptable uniform sweater. No logos may appear on sweaters.

**Hair** - All students' hair must be neat, clean and well groomed. Hairstyles should not create a safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos may appear on the socks. Girls may wear white or navy tights or socks.

**Jewelry, Body Piercing, Tattoos** - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

### **Dress Code for students in Grades 3 - 5**

**Shirts** - Light Blue pique polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times. T-shirts may be worn under the PSoE-CFA school uniform shirts but sleeves may not extend beyond the uniform shirt.

**Pants** - Khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. With pants containing belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable. Girls may choose to wear the Lands' End round neck jumper with front pleated skirt or the khaki cotton twill pants.

**Sweaters** - White sweaters and sweater vests are the only acceptable uniform sweater. No logos may appear on sweaters.

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safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos may appear on the socks. Girls may wear white or navy tights or socks.

**Jewelry, Body Piercing, Tattoos** - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

### **Dress Code for Students in Grades 6 - 8**

**Shirts** - Green pique polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times. T-shirts may be worn under the school uniform shirts but may not extend beyond the uniform shirtsleeve.

**Pants** - Khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. If pants contain belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable. Girls may choose to wear the Lands' End round neck jumper with front pleated skirt or the khaki cotton twill pants.

**Sweaters** - White pullover or button-down sweaters are the only acceptable uniform sweater. No logos may appear on sweaters.

**Hair** - All students' hair must be neat, clean and well groomed. Hairstyles should not create a safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos may appear on the socks. Girls may wear white or navy tights or socks.

**Jewelry, Body Piercing, Tattoos** - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

This notice is to verify receipt of the Eunoia Charter School of Excellence Uniform Policy. Should you have any questions relative thereto, please contact the school office.

Child's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Parent / Guardian's Name

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Parent / Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_



9/23/2011

beautiful community

beautiful education

beautiful mind

Eunoia Charter School of Excellence

**Family Handbook  
2011 – 2012**

Eunoia Charter School of Excellence

### **Mission Statement**

Eunoia is the shortest English word containing all five main vowels. It comes from the Greek word "euvoia", meaning "beautiful thinking."

The mission of Eunoia Charter School of Excellence is to offer a world-class education that celebrates and develops underserved urban children in an enlightened environment, nurturing creativity, fostering growth, developing responsibility and promoting collective stewardship. ECSoE incorporates innovative techniques to enhance life-long learning through use of multi-platform technology, varied instructional strategies, multiple intelligences, interdisciplinary curricula, and diverse cultural backgrounds. Eunoia Charter of School Excellence develops beautiful thinking students.

ECSoE's curriculum will be built on the Core Knowledge® Sequence using innovative technology as the delivery method through a projects based modality. The ECSoE facility will be an aesthetic learning tool equipped with themed-based MI (Multiple Intelligence) Zones™, real-world settings and multi-sensory environments that will never become outdated. All ECSoE students will wear uniforms to ensure a harmonious social environment conducive to a stable and peaceful learning environment.

### **Non-Discrimination**

It is the role of Eunoia Charter School of Excellence to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated and will result in disciplinary action.



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*Note: Eunoia Charter School of Excellence reserves the right to make changes in the Eunoia Charter School of Excellence Family Handbook at any time and without notice.*

## **Welcome to the Eunoia Charter School of Excellence**

At Eunoia Charter School of Excellence, exploring the possibilities within our school and our community with students and the communities is exciting and provides endless opportunity for maximizing successes. Our school treats every child and every family with healthy support, positive communication, and focused instruction. We challenge the traditional boundaries between subject areas, creating a culture of constant connectivity within the school's curriculum.

From our innovative framework, Eunoia Charter School of Excellence utilizes an expansive technology base, themed discovery zones, character education, and a projects-based atmosphere to help raise the level of excitement and student performance. And, as a dedicated "Green School", our use of exciting components like Wind Turbines, gardens, and discovery ponds keep our students and families active and aware of their impact on the

You are strongly encouraged to read this handbook and use a resource in guiding your child(ren)'s education. The purpose of this handbook is to help each child and family become knowledgeable of the opportunities, benefits and responsibilities as a member of the school. Please read through it carefully, discussing the expectations and resources with your child. After all, understanding the frameworks of your child's education is Paramount to their success in school!

We are excited to have you as part of our school, and look forward to working together for the success of each child.

School Director  
Eunoia Charter School of Excellence

Eunoia Charter School of Excellence provides parents rigorous high quality curriculum and holds each parent / guardian to higher expectations of involvement. Parents are expected to be involved in their child's education, and assist with class needs, as able. The students and their families living in Indianapolis have the option of choosing a school that requires a commitment of students, parents and all staff members in the form of a contract. The Board feels it's sending an important message in that every stakeholder accepts and signs a contract of responsibility and commitment. The Core Knowledge Sequence, the main component of our curriculum, is aligned with the Indiana State Academic Standards and was carefully chosen to enable parents to guide their children towards a higher level of academic achievement. We believe that if all children have a solid base of knowledge early on that the academic achievement level will be in place to attend college. Parents want the best for their children and rely on the local assigned school to fill this requirement, which is often not always the best match for their child. It is our goal to provide a school that accommodates parents' work schedules as well as a rigorous academic program for their children.

## Academic Information

### Academic Year

The length of the school year is 190 days. The school year is divided into four terms (2 semesters). Each grading period ends with report cards distributed, with two (2) Parent Teacher Conferences set during the year – one in each semester. Student led conferences will replace traditional conferences in Grade 3, developing students as self-managers in taking active responsibility.

The school calendar, which shows the last day of school as June 10, 2012, does not include days for inclement weather. If additional days are used for inclement weather, the last day will be later depending on the number of additional days required.

### Scheduled Days

### Minimum Pupil School Days

August 16, 2010 – June 11, 2011

190

### Master Schedule

Eunoia Charter School of Excellence Daily Schedule (Kindergarten – Grade 8)\*

|                            |                       |
|----------------------------|-----------------------|
| Before School Care Program | 6:30 a.m.- 6:45 a.m.  |
| Breakfast Served           | 7:35 a.m. – 7:50 a.m. |
| School Begins              | 8:00 a.m.             |
| Morning Meeting            | 8:00 – 8:07           |
| Period 1                   | 8:07 – 8:47           |
| Period 2                   | 8:47 – 9:27           |
| Period 3                   | 9:27 – 10:07          |

|                           |                  |
|---------------------------|------------------|
| Period 4                  | 10:07 – 10:47    |
| Period 5                  | 10:47 – 11:37    |
| Period 6                  | 11:37 – 12:27    |
| Period 7                  | 12:30 – 1:10     |
| Period 8                  | 1:10 – 1:50      |
| Period 9                  | 1:50 – 2:30      |
| Period 10                 | 2:30 – 3:10      |
| Period 11                 | 3:10 – 3:46      |
| Dismissal                 | 3:46             |
| After School Care Program | 3:50 – 6:00 p.m. |

The schedule above is the master time schedule. Your child's teacher will provide individual team schedules.

\* Registration is required for participation in the Before and After School Care program, and charges do apply. Children not participating in the After School Care Program must be picked up by parents no later than 3:45 p.m. Failure to do so will result in charges for parents / guardians.

### Grading Scale

| Letter Grades | Points Earned | Grading Scale | Report Card Rubric |
|---------------|---------------|---------------|--------------------|
| A+            | 12            | 97-100        | 3.88-4.00          |
| A             | 11            | 94-96         | 3.75-3.87          |
| A-            | 10            | 90-93         | 3.60-3.74          |
| B+            | 9             | 87-89         | 3.48-3.59          |
| B             | 8             | 84-86         | 3.36-3.47          |
| B-            | 7             | 80-83         | 3.20-3.35          |
| C+            | 6             | 77-79         | 3.08-3.19          |
| C             | 5             | 74-76         | 2.96-3.07          |
| C-            | 4             | 70-73         | 2.80-2.95          |
| D+            | 3             | 67-69         | 2.68-2.79          |
| D             | 2             | 64-66         | 2.56-2.67          |
| D-            | 1             | 60-63         | 2.40-2.55          |
| F             | 0             | 0-59          | 0.00-2.39          |

### Attendance

### Truancy Policy

Indiana Compulsory Attendance law requires that every person from seven (7) to eighteen (18) years of age attend school every day unless otherwise excused by statute or other legitimate

authority. Attendance plays a vital role in education. Students who attend school on a regular basis are better able to keep up with their classes and complete assignments in a timely manner.

Being absent from school for one day, or even from one class period, without acceptable cause is truancy. Acceptable cause may include, with appropriate documentation, but is not limited to: service as a page in the Indiana General Assembly, service on a precinct election board on an election day, subpoena to appear in court, incarceration, in-school or out of school suspension, required religious observations, hospitalization, doctors' written order for home stay, death in the immediate family.

Evidence of habitual truancy includes, but is not necessarily limited to:

- ☐ Failure of parent/guardian to ensure that his/her child attends school or classes as required by law
- ☐ Five (5) or more absences/tardies from classes in one grading period; or
- ☐ Seven (7) or more absences/tardies from school during one school year

When children are not in the classroom, consistent and sustainable learning is impeded. Eunoia Charter School of Excellence staff and administration have made intentional attempts in bringing the importance of regular attendance to your attention. Our policy is as follows:

- ☐ When a child has accumulated five (5) or more unexcused absences and/or tardies in a school year parents/guardians receive a phone call home
- ☐ When a child has accumulated seven (7) or more unexcused absences and/or tardies in a school year parents/guardians receive a letter in the mail stating our attendance policy
- ☐ When a child has accumulated ten (10) or more unexcused absences and/or tardies in a school year, the parent / guardians must meet with the school administration to complete an attendance contract to work on improving attendance
- ☐ When a child has accumulated fifteen (15) or more unexcused absences and/or tardies in a school year, a formal letter is sent home stipulating that a referral to the Juvenile Justice Center is pending, and that the child is in jeopardy of repeating the grade.

Please notify the school as soon as you know your child will be absent. **When your child returns to school, a note signed by the parent/guardian must be sent with your child stating the reason and dates for the absence to ensure your child's absences are recorded appropriately.** The note should be turned in to the front office. If your child is tardy, please walk him/her to the front office and sign in. The student will then be given a pass for admittance into class. Parents are welcome to walk students to class prior to 8:00 a.m.

Early release from school is only approved in the event of your child's illness, a medical appointment or a family emergency. Parents/guardians will need to come into the office to sign the student out for the day. Early dismissal and tardiness to school do count against your child's attendance.

The director and/or school counselor will follow-up and investigate all unexcused absences, including late arrivals and early dismissals. If a student is habitually late or absent, a conference with the parent/guardian will be scheduled with the appropriate member(s) of the administrative team to resolve the attendance problem.

## Excused Absences

An excused absence or tardy is one for which no negative consequence is assessed against the student. Students who are absent from or late to school for a valid reason (medical or other emergency) are required to provide documentation from the doctor's office. Supporting documents may be required by the school and requested from the parent/guardian. Students must bring to the school a written excuse on the day that he or she returns to school. The note must include the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration but the student's record is marked as absences per Indiana law.

## Make-up Work

Students are expected to complete all work before leaving or immediately upon their return from an absence. In the case of illness or other unexpected absence, students or their families should contact their teachers as soon as they return to school to obtain their missed assignments. It is the responsibility of the student and parent to ensure make up work is completed.

## Procedures for Attendance

1. Attendance is taken daily at 8:00 a.m.
2. Students arriving after the homeroom bell must get a pass from the office before continuing to the classroom, and are marked tardy.
3. Parents or guardians are to call the Absent & Tardy Line (800.778.9334) if their child will be absent or tardy.
4. Absences are to be certified in writing by the parent/guardian on the first day the child returns to school.

## Valid reasons for being absent or tardy are:

- Illness
- A family emergency requiring immediate attention
- Excused absences may also be granted for exceptional educational opportunities or any other reason deemed necessary by the parent or guardian of a student and approved by the School. ***In these cases, it is important for students to request, in writing, an early leave at least five school days prior to the absence.*** These requests should be delivered to the school office.

## Key 2009 - 2010 Academic Dates

### Term 1

|                         |                             |
|-------------------------|-----------------------------|
| August 16               | First Day of School         |
| August 23 – September 3 | Fall NWEA (Grades 2 – 8)    |
| September 9             | Midterm                     |
| October 15              | End of 1 <sup>st</sup> Term |

### Term 2

|             |                                   |
|-------------|-----------------------------------|
| October 18  | Beginning of 2 <sup>nd</sup> Term |
| November 1  | Parent Teacher Conferences        |
| November 19 | Midterm                           |
| January 14  | End of 2 <sup>nd</sup> Term       |

### Term 3

|             |                                   |
|-------------|-----------------------------------|
| January 18  | Beginning of 3 <sup>rd</sup> Term |
| February 16 | Midterm                           |
| March 25    | End of 3 <sup>rd</sup> Term       |

### Term 4

|               |                                   |
|---------------|-----------------------------------|
| April 4       | Beginning of 4 <sup>th</sup> Term |
| April 11      | Parent Teacher Conferences        |
| April 18 - 29 | ISTEP+, Grades 3 - 8              |
| May 10        | Midterm                           |
| May 16 – 27   | NWEA Assessment, Grades 2 - 8     |
| June 10       | Last Day of School                |
| June 17       | Final Report Cards Mailed         |

### Lost and Found

There is a lost and found box located in the nurse's office. Parents of all students should clearly mark all of their child's belongings with his/her first and last name. Any student who has lost an item should check lost and found in the main office.

### Lunch/Recess

Eunoia Charter School of Excellence students are offered a nutritious lunch during blocks 5 or 6, 10:47 – 12:27 daily. Additionally, children are offered breakfast daily from 7:35 – 7:50 a.m. Lunch accounts are to be paid in full no less than once per month. You may do so through the office and/or your child's teacher. Applications for lunch assistance under federal guidelines are available in the school office.

### Morning/Afternoon Supervision

#### Before School Care

The before school care program takes place in the Eunoia Charter School of Excellence gymnasium. For safety reasons, students in grades K – 5 are to be signed in by parents and not dropped off outside of school, and must be registered with the YMCA. Failure to do so may result in restriction from the program. There is a **per child fee** which will be billed through the YMCA. Any student participating in the before school care program must have a registration form on file with the YMCA. All students must stay in the gymnasium during the before school program and after school program, and are not permitted to wander through the school. Students not participating in the before school program may enter the building at 7:30 a.m. from parent drop-off area.

**Once students arrive at school they are not permitted to leave the school grounds for any reason without escort by their parent/guardian, and without being signed out.**

### **After School Care**

The after school care program takes place in different locations throughout the Eunoia Charter School of Excellence campus based on a student's grade level. For safety reasons, students in grades K – 8 are to be signed out by parents. Failure to do so may result in restriction from the program.

### **School Calendar**

The school calendar for the 2012 - 2012 academic year follows. Changes may be made as deemed necessary due to inclement weather and/or emergencies.

### **Student Progress**

#### **Assessment**

Continuous evaluation of student learning is an integral part of the instructional process at Eunoia Charter School of Excellence. Assessment of student learning is done in many ways, depending on the subject area. Following is a short description of various types of assessment tools used at the school.

#### **ISTEP +**

As mandated by state law, Eunoia Charter School of Excellence administers the Indiana Statewide Testing of Educational Progress Plus (ISTEP+). Scores on standardized tests help the school assess how much progress students have made relative to standards mandated by the state. Currently students in Grades 3-5 are administered the ISTEP+ assessment is in September.

#### **NWEA**

Eunoia Charter School of Excellence administers NWEA, an online national assessment, three times each school year to students in Grades 2 – 5. The assessment provides online data to teachers for use in benchmarking the growth of individual children and allows important resources in planning for the needs of every child ensuring continuous academic achievement.

#### **Kindergarten**

Students in kindergarten are participating in the Core Knowledge Reading Program – a national program administered through the Core Knowledge foundation, and for which our teachers were trained.

#### **Interim Progress Reports**

Interim Progress Reports are issued to all students at the midpoint of the grading period. These reports inform parents of their child's academic developments and any potential problems the child may be experiencing.

### **Student Learning Contracts (Parent-Teacher-Student Conferences)**

Parent-teacher conferences are held twice each year, in the fall and spring. Information will be sent home to schedule times with teachers. Appointments **must** be set to allow adequate attention and time to meet with each parent. Parents are encouraged to use these times to meet with teachers to discuss their child's progress at school. Conferences with teachers and/or members of the administration can also be arranged as needed throughout the school year. Conference dates and information will be announced in the school newsletter.

### **Report Cards**

Report cards are distributed four times a year, shortly after the end of the grading term. Parents are required to meet with the child's teacher to review and receive the report card. Report cards list a student's proficiency for each of the standards identified for mastery during that term, his/her attendance records, and a discussion of the student's behavior and social developments.



Eunoia Charter School of Excellence School Calendar 2012 - 2013

|                         |                                                              |                   |                                                             |
|-------------------------|--------------------------------------------------------------|-------------------|-------------------------------------------------------------|
| August 9-13             | Teacher Professional Development                             | January 14        | Second Quarter Ends                                         |
| August 16               | First Day of School                                          | January 17        | No School<br>MLK Day                                        |
| August 23 – Sept 3      | NWEA, Fall Assessment Grades 2-5                             | January 18        | Third Quarter Begins                                        |
| Sept 2                  | Back to School Night, 6:00 p.m.                              | February 13       | No School<br>Staff Professional Development                 |
| September 6             | No School<br>Labor Day                                       | February 21       | No School<br>Presidents' Day                                |
| September 13            | No School for Students<br>Staff Professional Development     | February 16       | Third Quarter Midterm*                                      |
| September 9             | First Quarter Midterm*                                       | March 25          | Quarter Three Ends                                          |
| October 15              | First Quarter Ends                                           | March 28 -April 1 | No School<br>Spring Break                                   |
| October 18              | Second Quarter Begins                                        | April 4           | Fourth Quarter Begins                                       |
| October 27              | No School for Students<br>Staff Professional Development     | April 11          | Half Day – Dismissal at 10:30<br>Parent Teacher Conferences |
| October 28-29           | No School<br>Fall Break                                      | April 18-29       | ISTEP+, Spring Assessment<br>Grades 3-5                     |
| November 1              | Half Day – Dismissal at 10:30<br>Parent Teacher Conferences  | May 10            | Fourth Quarter Midterm*                                     |
| November 19             | Second Quarter Midterm*                                      | May 13            | No School<br>Staff Professional Development                 |
| November 25-26          | No School<br>Thanksgiving Break                              | May 16-27         | NWEA Assessment, Grades 2 - 5                               |
| December 20 – January 2 | No School<br>Winter Break                                    | May 30            | No School<br>Memorial Day                                   |
| January 3               | First Day Back from Winter Break                             | June 10           | Annual Awards Days                                          |
| January 10-21           | NWEA, Winter Assessment<br>Grades 2-5                        | June 10           | Last Day of School<br>Dismissal at 10:30                    |
|                         | *Midterm Reports will go home 1 week after the midterm date. | June 13           | Staff Records Day                                           |
|                         |                                                              | June 17           | Final Report Cards Mailed                                   |

|  |                                            |                 |            |
|--|--------------------------------------------|-----------------|------------|
|  | <b>190 Student Days<br/>200 Staff Days</b> | July 11 -<br>22 | Boost Camp |
|--|--------------------------------------------|-----------------|------------|

### Social Skills and Work Habits

Every Eunoia Charter School of Excellence student is evaluated each midterm and at report card time in the following areas:

1. **Honesty**—to be honest in word and deed, never cheating on tests, never taking that which does not belong to oneself, or taking credit for something belonging to another.
2. **Cooperation**—is helpful to the teacher(s) and fellow classmates, and is willing to learn
3. **Follows school rules**—follows instructions as given by teacher and other staff
4. **Responsibility for own actions**—admits mistakes and accepts consequences for actions
5. **Effort**—works hard and wants to achieve
6. **Respect for others**—shows respect in speech and behavior toward adults and students. Does not damage property belonging to the school or others
7. **Responsibility toward academic work**—completes work assignments and brings books and supplies needed
8. **Works independently**—uses good judgment when given assignments to work alone, and when choices are provided in classroom use of time
9. **Self control**—controls anger and behaves appropriately
10. **Completes work on time**—regularly completes homework assignments

The classroom teacher facilitates evaluation of social skills and work habits with input from all specialists who teach the student. The child's social skills and work habits are recorded on the midterm reports and each report card.

### Student Portfolios

Student portfolios are used to provide a representative sample of a student's work to reflect growth over a period of time. During parent teacher conferences, children's portfolios may be shared with parents. Portfolios include writing samples, math computations, and handwriting samples in addition to assessment data. As students grow, they will be involved in the compilation of quality work for their portfolios. This fosters valuable life-skills:

- the ability to **plan, initiate, and complete a project**;
- the ability to **reflect** on, and **evaluate** one's own learning, and that of others;
- **valuable study skills and work habits**, (e.g., note-taking, library research skills, studying strategies).

## Monthly Newsletter

At the end of each school month, a monthly newsletter will be sent home with your child(ren). Please read the newsletter to keep updated on the activities of Eunoia Charter School of Excellence and its upcoming programs/events.

## Academic Support Activities and After School Programs

Extra curricular activities, life skills and enrichment are a critical component of Eunoia Charter School of Excellence. Eunoia Charter School of Excellence sponsors a variety of after-school activities, clubs, and programs offered to every child and offered one day each week after school. Intervention and enrichment of core subjects are offered daily, as are leadership development, service club, homework assistance, and clubs. Enrichment activities such as green initiatives, co-curricular activities, character development, visual and performing arts and cultural activities, physical fitness and wellness programs are essential to a child's development. In addition to academic rigor, Eunoia Charter School of Excellence focuses on programs that foster an appreciation for *paying it forward* and character development by stressing our core values. This initiative is guided through our curriculum using multiple resources. Information about the program will be made available through our newsletter and your child's teacher.

## Academic Support Activities Policies and Procedures

1. If your child is not participating in the after school program, the instructional day ends at 3:40 p.m. **Parents must pick up children who are not participating by 3:40 p.m. to avoid a charge for after school care.**
2. In case of severe weather or any other unsafe condition, parents/guardians are contacted and are responsible for arranging early pickup of their children.
3. **No student is allowed to leave the school premises and re-enter to attend the Academic Support Activities program.**
4. Parents/guardians **are required to sign their children out** at pick up in the office and/or classroom. Children are released **only** to the person(s) whose name(s) are listed on the Authorized Release of Student Form. If a person not listed on the form is to pick up your child, you must advise the director of the Program prior to pick up. **Identification** (picture I.D.) must be shown by authorized persons before he or she is allowed to pick up a child.
5. Please allow enough time to pick up your child(ren) by closing time of the program. **The school policy for late pick up will be in effect. Please contact the school if you have questions.**

## Admissions

### Applications for New Students

1. Eunoia Charter School of Excellence will begin accepting applications from new students for the upcoming school year in mid-January.

2. The school holds lotteries to determine acceptance and waiting list status as outlined below for the upcoming school year
3. The lottery for the upcoming school year is held in March when and if the number of applications received is greater than the number of openings in each class, with the date publicly announced in advance.

Several factors determine an applicant's acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the waiting list. Students who do not have siblings attending Eunoia Charter School of Excellence follow on the waiting list.

An applicant's rank on the waiting list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and so on. If there is an available space in the grade for that applicant, he or she is admitted to the school. If not, that student is placed on the waiting list for that grade, in the order the application was pulled in the lottery. Applicants from the first preference group normally will have preference over any applicant from the second preference group, and so on.

For certain grades (for example, Kindergarten), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there are few, if any, available spaces.

Waiting lists do not carry over into the next school year. All applications and waiting lists are disposed of on April 1.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend the school.

### **Applications for Re-enrollment –**

1. Students currently enrolled in and attending Eunoia Charter School of Excellence in good standing remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process.
2. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.
3. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

### **Books and School Supplies**

#### **Books**

Books, which belong to the school, are assigned to each student during the course of the school year. These include hard cover and soft cover books, as well as workbooks. Students will be assessed a rental charge for use of the texts during the academic year. Students will be

assessed a book rental fee each academic year based on the textbooks and workbooks purchased for the grade level.

It is expected that students will treat all books with respect and will keep them in good condition for return at the end of the year. Students may not write in books unless explicitly instructed to do so by a teacher. **Students are required upon receipt, to immediately write their names in ink on the inside front paper cover.**

**If a student loses or damages a book, parents/guardians are responsible for the cost of the replacement book. A bill will be mailed to the student's home address.**

### Financial Assistance

Limited financial assistance may be available for field trips, uniforms, and supplies. Please contact the School Counselor for additional information.

### Supplies

Before the beginning of the school year, a student supply list will be mailed to the student's home address. Students are expected to bring basic supplies, which differ by grade level, to school.

### Curriculum

#### Curriculum Overview

Eunoia Charter School of Excellence's curriculum will be built on the Core Knowledge Sequence using innovative technology and effective instructional practices as a hybrid design for delivery. Technologies such as Interactive White Boards, touch screen computers and computerized student workstations coupled with the irreplaceable 'human factor', teacher interaction, forms the foundation. The Eunoia Charter School of Excellence facility design will be an aesthetic learning tool equipped with themed-based Discovery Zones, real-world settings and multi sensory environments. All Eunoia Charter School of Excellence students will be taught core 'behaviors for learning' and wear uniforms to ensure a harmonious social environment.

Eunoia Charter School of Excellence will enhance the Indiana State Academic Standards with the Core Knowledge curriculum to create an overall program of study that will include the depth and breadth necessary to meet the needs of all students. The alignment of Core Knowledge with the Indiana State Standards will serve two fundamental purposes.

### Homework

Students are responsible for completing homework assignments and projects. Assignments are given outside of the school day to develop students as self-managers and independent learners.

## Emergency Procedures

A district wide crisis management plan is reviewed each year with all staff. Staff, in cooperation with the principal, is responsible for the implementation of any needed procedures related to crisis in the school building.

### Accidents

All children experience minor scrapes and bruises. The school nurse maintains a log of all children seen on a daily basis. For more serious incidents, an Accident Report Form is completed and maintained by the school nurse. Instances of serious accident may include some or all of the following procedures:

1. The school nurse or a staff member carries out immediate first aid.
2. A staff member contacts the parents to pick up the student for medical care.
3. In cases where the parents or the designated emergency persons cannot be reached, or where immediate medical attention is needed, the school calls a local emergency unit for treatment and/or transportation to a hospital. A staff member accompanies the student and stays until the parent arrives.
4. In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

### Child Abuse Protocol

Indiana law requires immediate reporting of suspected child abuse to the authorities and to the appropriate individual in charge of the school. Failure to do so is a violation of the law.

### Emergency Cards

Parents of all students are required to fill out a set of four emergency cards – one each for the administrative office, the student's homeroom teacher, student life, and the nurse's office.

In emergency situations, the school calls the numbers listed on the card. **It is essential that parents update these cards if their address, phone number, or emergency contact person changes.**

### Fire and Inclement Weather Drills

Fire drills are conducted monthly according to a schedule set by the Fire Prevention Office of the Indianapolis Fire Department. Fire exit directions and procedures are posted in all rooms and teachers review fire exit procedures with students on a regular basis.

In the event of a fire, everyone is evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school follows emergency evacuation procedures.

Inclement weather drills are conducted each semester. Procedures are reviewed by teachers,

and practiced by children. Exit directions and procedures are posted in all rooms.

### **School Closings or Late Starts**

If school is closed or the opening delayed due to inclement weather, power outage or other problem, local radio and television stations announce this information. Look for information on local television networks. Parents may choose to have notice sent to your cellular phone and/or email. Information will be shared through the school newsletter.

Only under extreme circumstances does a school closing occur once students have arrived. If an early closing should occur, parents are notified of early dismissal.

Closings during the day are announced on local radio and television stations. Please call the school if you are in doubt.

### **General Information**

#### **Board of Directors**

##### **Board of Directors Meetings**

The school's Board of Directors holds the charter to Eunoia Charter School of Excellence, it sets the policies of, and governs the terms by which the charter is issued. Meetings are open to the public, with the exception of executive sessions. Notices for the meetings are posted on the front of the school 48 hours prior to each meeting.

#### **Dismissal**

No child will be dismissed early unless a note has been sent in ahead of time and/or in the event of an emergency. **Student pick up is at 3:46 p.m. each day. This policy is to minimize the disruption caused by interrupting learning time.**

Students have a ten-minute grace period after the end of the instructional day during which the parents must pick them up. **A late fee of \$1.00 per minute will be assessed for each minute the child remains at Eunoia Charter School of Excellence after the grace period.**

#### **Parent-Teacher Support Group**

The school encourages an atmosphere in which parents, administration, and staff join in a partnership to foster the mission of Eunoia Charter School of Excellence. This partnership offers an environment for collaboration and exchange of information between the school and parents.

All parents are invited to attend meetings, and to join committees or volunteer for activities. Meetings are held monthly and provide an opportunity to dialogue with school administrators about issues of common concern.

The goals of the PTSG are:

- To increase communication among parents, staff, and students
- To provide social interaction for students and their families
- To provide interaction among parents
- To provide a structure for parent volunteer activities
- To raise funds to help support the school

### Student Drop-Off

A drop-off zone has been designated on the curb in front of the school. This zone is for drop off only. Vehicles are not permitted to be left unattended in this zone. All other vehicles are to park in the designated lot and within the identified parking spots.

**All students arriving after 7:55 a.m. must enter the main entrance and are listed as tardy as of 8:00 a.m.** They will receive a "late slip" from the main office, which they will need to enter the classroom. Parents must sign in tardy students at the administrative office. Late arrival to school is counted against student attendance under Indiana law.

### Health Policies and Procedures

#### Administration of Medication

The nurse's office works very hard to maintain the health of all the students. It is our goal to make sure all students have a safe and healthy place to learn. Please remember that we are working for the total welfare of all the students at Eunoia Charter School of Excellence.

Giving medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school MUST be brought to the nurse's office before school and stored in a cabinet or refrigerator.

If your child needs to take a prescription medication at school, ask your pharmacy to provide a duplicate bottle for school usage. Any changes from your child's original prescription must be verified by the doctor, either by a fax or a new script. If your child has a medical condition that requires medication to be given on an as-needed basis, a doctor's note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school MUST be in the prescription bottle or original container. Medicine will not be given unless it is prescribed for the child bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication slip, including:

1. Student's Name
2. Medication Name
3. Directions (amount and time to be given)
4. Number of days to be given
5. Parent's signature, telephone number and date



Any medication, not in the original container, and with the child's name on it, will be held by the school nurse for a parent to pick up within one week. After that, it will be destroyed.

No medications, whether prescription or over-the-counter, are given without written consent from parents or guardians.

### Communicable Diseases

Parents must notify the school immediately if a student has contracted a communicable disease. The school will then notify parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single homeroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies will be initiated.

Eunoia Charter School of Excellence follows isolation and quarantine regulations as prescribed by the Indiana Department of Public Health. In the chart below are guidelines that apply to how long a child should stay at home if common childhood diseases and conditions should occur.

### Doctor/Dentist Appointments

All appointments are strongly urged to be after school hours. If this is not possible, a parent or a designated guardian must come to the school office to pick up a student for a medical or dental appointment. **Students cannot be released unless an authorized person listed on the emergency card is present.**

### Health Requisites

Eunoia Charter School of Excellence employs a full-time counselor/social worker and school nurse. Eunoia Charter School of Excellence follows state law concerning proper immunization and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations as outlined by the State Board of Health. Parents are required to maintain a current record of immunizations with the school nurse for their child(ren). Complete physicals are required before entry to the school at any grade level.

### Illness and Exclusion Policy

If a student shows any symptoms of illness, such as a temperature, nausea, diarrhea, sore throat, or a rash, he/she should not come to school until a diagnosis has been determined or the symptoms have disappeared. This helps reduce the spread of infections at school.

If a student shows symptoms of a serious illness while at school, the student is excluded from the regular school program, and the following procedures are followed:

1. The student is asked to report to the nurse's office.
2. Parents are notified to make arrangements to have the student picked up at school.

If parents cannot be reached, the person designated on the emergency card is called. **It is essential that parents list people on the emergency card who are able to pick up the student if the parents cannot be reached.**

### Permission to Administer Over-the-Counter Medication

Over the counter medications (such as Tylenol, non-aspirin pain relievers, cough syrups) at school should be restricted to only when necessary. These are to be provided by the parent. The nurse's office **DOES NOT** keep any medications of any type on hand.

Parents must sign a permission form from the school nurse authorizing dispensing over-the-counter medication for headaches or other common ailments and are only permitted to use medications sent from home in clearly marked original containers.

### Prescription Medication

The school nurse administers prescription medications when the following specific requirements are met.

1. A signed consent form is on file to give the medication
2. Medications are to be given to the school nurse in a pharmacy or manufacturer-labeled container.
3. The label must state:
  - a. Student's name
  - b. Name of the drug
  - c. Dosage
  - d. Directions for use
  - e. Physician's name
  - f. Expiration date of a time-dated drug

**All prescription medications brought to school must be stored in the nurse's office, with the current supply kept to a 30-day minimum. The school nurse will work with the instructional staff to maintain consistency in the child's medication schedule.**

### Transporting of Medication

It is strongly recommended that Primary students (K-5) **DO NOT** transport their medications. It is always best that a parent or guardian bring medications directly to school. The medicine will need to be given to the nurse's office in accordance with the medication policy.

### Items of Interest or Concern

- ☐ A limited amount of clothing is available in the nurse's office for the children when accidents occur. If your child needs to use these items, they need to be **laundered and promptly returned to the nurse's office.**

- ☐ If your child becomes ill or injured, it is imperative that the nurse's office has **three (3)** legitimate contact numbers on file. The nurse's office must be able to reach parents, guardians, or someone who will be responsible for the child and pick them up in a **timely** manner.
- ☐ Eunoia Charter School of Excellence has a no nit policy. Any student diagnosed with lice must be nit free before returning to school. Information on lice control is available in the nurse's office.
- ☐ DO NOT send your child to school if they had a fever above **100 degrees or more** within the last **24 hours**. If they complain of feeling ill, please check their temperature before sending them to school.
- ☐ DO NOT send your child to school if they have had **diarrhea or vomiting in the last 24 hours**.
- ☐ If your child has **any** type of infection, they must have been on an antibiotic for **24 hours** before returning to school.

### Screening Tests

Eunoia Charter School of Excellence works with the State and local health agency to conduct age appropriate health screenings. These tests are carried out under the supervision of the school physician, school nurse, and/or specialist in a particular health field. Health screening procedures can only identify potential or existing health problems. School officials will notify parents/guardians of the results of the screening to allow the necessary follow up with medical personnel.

### School Rules and Policies

#### Computer/Internet Policy

Use of Eunoia Charter School of Excellence's computer network is a privilege, not a right. Students may use the computers as long as they observe the rules as outlined below. Failure to follow these rules may result in loss of computer network privileges, detention, or suspension.

1. The network is to be used only for activities that support education and research related to assigned schoolwork.
2. When communicating with others on the Internet, students must be polite and appropriate at all times.

3. The network is not to be used for any illegal purpose. Illegal activities include tampering with the computer hardware or software, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files. Such activity is considered a crime under state and federal law.
4. Copyrighted material is not to be copied without permission. Copyright laws and rules regarding software, information, and attribution of authorship are to be respected. No software other than what is provided by the school may be installed.
5. Any use of the network, which involves obscenity, profanity, racism, sexism, personal attacks, harassment, or offensive messages or pictures is prohibited.
6. Passwords and/or accounts are not to be shared. Violations of the policy that can be traced to an individual account will be treated as the sole responsibility of the owner of the account.
7. It is against policy to attempt to use the accounts and passwords of others, using pseudonyms, anonymity or attempting to access information of others.
8. It is against policy to knowingly degrade the performance of the network. Electronic chain letters and "mail-bombs" are prohibited.
9. Students who have knowledge of violations of these policies must report the information immediately to the teacher, principal, or system operator.

### **Video Surveillance Policy**

Eunoia Charter School of Excellence (Eunoia Charter School of Excellence) takes very seriously the safety and well being of our children, staff and families. Towards that focus, continuous visual access throughout the building and campus is critical to maintaining safety and security.

Surveillance cameras will be installed throughout the building where the security of students, staff, families, and property would be enhanced. Where appropriate, cameras will be placed in corridors, office and/or classroom space, outside the building to monitor playground, parking lot or other campus space of the School. Cameras will be used at all times in a professional, ethical, and legal manner consistent with all existing Eunoia Charter School of Excellence policies, and will be limited to surveillance that does not violate the reasonable expectation of privacy as defined by law.

The School Director and the Institute for School Excellence, or designated office staff, will monitor and/or have access to the Surveillance Camera and manage surveillance activities. In the event of a breach of safety or security, Eunoia Charter School of Excellence will work with local law enforcement that may have access to surveillance camera data if needed. Access logs of data will be maintained for a period of 12 months for all data stored in the PSoE's onsite server.

### **Related Policy Information**

1. Surveillance cameras will not record or monitor sound.
2. Recorded surveillance data will be retained for a minimum period of one time per week unless incidence regarding safety or security necessitates extracting data for an ongoing investigation.
3. Surveillance data may be monitored on or offsite by the School Director, ISE or designated office staff.
4. Surveillance data is considered an educational record and property of the school when used for safety and security purposes. Educational records refer to files, documents, and data specific to a student's identity. Educational data is protected under FERPA.
5. Surveillance data used for disciplinary purposes and/or within incidents specific to discipline incidents is considered an educational record but subject to release to law enforcement as appropriate.
  - A. Requests to release and/or view educational records collected as surveillance data must be submitted in writing to the School Director and approved by the ISE prior to release. All requests are subject to FERPA guidelines and School policy.

## Exclusions

Surveillance utilized for criminal investigations by law enforcement are subject to appropriate Indiana and Federal laws and are excluded from this policy.

Cameras used for research purposes are subject to appropriate Institutional Review Board policies regarding human subjects and are excluded from this policy. Separate notice and consent will be made available to parents of students included in research.

## Student Security and the Use of Biometrics

Eunoia Charter School of Excellence (Eunoia Charter School of Excellence) takes seriously the educational records of our children, aligning the programs and policies in place to ensure the safety and well being of students, staff and families. The Biometric program ensures accuracy of data in providing a secure system for parents and guardians to designate friends and family for releasing their children, as well as maintenance of financial data in the school programs.

Paramount will use biometric scanners to ensure accuracy of records and to provide school security for parents, guardians, students, and staff. The biometric scan equipment will be used in two secure areas – the school office, and the cafeteria. Eunoia Charter School of Excellence will also pilot the use of biometric scanners in the classroom for future school-wide use. All data collected with these scanners is classified as an educational record under FERPA (The Families Educational Rights to Privacy Act). FERPA defines an educational record as any file, document

or data that is collected and maintained specific to a student's identity. The collected data is protected under law as critical for school operations and is not released publicly.

### **Biometric Scanning Overview**

Step 1: The finger is scanned and viewed by the school's edu360 system.

Step 2: The scanned image is then standardized and resized.

Step 3: The system then records differences in ridges on the finger and saves those differences as a unique number.

Step 4: The scanned image is then discarded from any record.

Step 5: The unique numbers remain for recognizing future scans, verifying each scan in the edu360 system.

### **Understanding the differences between legal identification applications and biometric scanning at Eunoia Charter School of Excellence**

1. The edu360 system used at Eunoia Charter School of Excellence scans only 1 finger as a flat image.
2. Legal fingerprinting captures multiple fingers as rolled images.
3. Flat images reveal the center of the finger and require only a minimum of unique identifying points (around 40).
4. Rolled images are called "nail to nail" because they capture unique identifying points on the entire finger surface area in order to collect the maximum number of unique identifying points (around 112).

5. For applications involving children, the edu360 system standardizes and resizes the image before looking for unique identifying points.
6. In legal applications, finger resizing and standardization is not allowed.
7. Data taken from a legal system's fingerprint record cannot be used on an edu360 system.
8. Data taken from edu360 cannot be used in any legal system for identification.
9. The primary purpose of a legal system's fingerprinting process is to identify people based on latent images taken from various external locations.
10. The primary purpose of the edu360 system is to quickly and accurately verify a person already known to the system.

### Biometric FAQ's

Because the biometric scanning process is a new technology, Eunoia Charter School of Excellence provides some frequently asked questions for parents to read through. They are listed below.

*"Can my child's finger scan be taken off of the edu360 system?"*

No. The scan is actually not ever recorded into the system. The ridge details from the scan are stored as a number in the system. That number can be deleted with good cause.

*"OK, so can my child's fingerprint data be taken off the edu360 and used to re-create their fingerprint?"*

No. There is no way for any fingerprint computer, or for that matter, any fingerprint expert, to extract the record and reconstruct a person's fingerprint image from this numerical data. To be clear, there is no possibility of "reverse identification" as it is called in the biometric industry.

*"But can my child's fingerprint data be taken off the edu360 and used as is on another similar system?"*

No. Because of the way the image is evaluated, the resulting numerical record is useless to other applications.

*"Can my child's fingerprint be copied or used by anyone else?"*

No. Because the actual image of the finger scan is never used, it is not possible to duplicate or falsify fingerprints for identification.

## Dress Code

The 2012 - 2013 uniform selections are available through Lands' End School Uniforms. **All uniform items must adhere to policy as listed below.** Lands' End School Uniform standards by grade level are available on our website at <http://paramountschool.org/parents>. The School Director reserves the right to decide whether or not something conforms to the dress code.

### Dress Code for students in Grades K - 2

**Shirts** - Orange Lands' End polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times. T-shirts should be worn under the Eunoia Charter School of Excellence school uniform shirtsleeve.

**Pants** - Lands' End khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. With pants containing belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable. Girls may choose to wear the Lands' End V-neck jumper with pleated skirt or the khaki cotton twill pants.

**Sweaters** - Lands' End navy blue sweaters and sweater vests are the only acceptable uniform sweater. No logos may appear on sweaters.

**Hair** - All students' hair must be neat, clean and well groomed. Hairstyles should not create a safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos may appear on the socks. Girls may wear white or navy tights or socks.

**Jewelry, Body Piercing, Tattoos** - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

### Dress Code for students in Grades 3 - 5

**Shirts** - Light Blue Lands' End pique polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times. T-shirts may be worn



under the Eunoia Charter School of Excellence school uniform shirts but sleeves may not extend beyond the uniform shirt.

**Pants** - Lands' End khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. With pants containing belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable. Girls may choose to wear the Lands' End V-neck jumper with pleated skirt or the khaki cotton twill pants.

**Sweaters** - Lands' End navy blue sweaters and sweater vests are the only acceptable uniform sweater. No logos may appear on sweaters.

**Hair** - All students' hair must be neat, clean and well groomed. Hairstyles should not create a safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos may appear on the socks. Girls may wear white or navy tights or socks.

**Jewelry, Body Piercing, Tattoos** - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

### **Dress Code for Students in Grades 6 - 8**

**Shirts** - White Lands' End pique polo shirts are the only acceptable uniform shirt. These are available in both short and long sleeve. Shirts must be tucked in at all times. T-shirts may be worn under the Eunoia Charter School of Excellence school uniform shirts but may not extend beyond the uniform shirtsleeve.

**Pants** - Lands' End khaki cotton twill pants are the only acceptable uniform pants. Pants must be securely fastened at the waistline and straight-legged. If pants contain belt loops, a belt must be worn. No drooping is acceptable. Pants are not to drag on the ground. Shorts, pedal-pusher and Capri pants are not acceptable.

**Sweaters** - Lands' End navy blue pullover or button-down sweaters are the only acceptable uniform sweater. No logos may appear on sweaters.

**Hair** - All students' hair must be neat, clean and well groomed. Hairstyles should not create a safety or health hazard and/or interfere with the educational environment of the school.

**Shoes** - Shoes must be **plain white tennis shoes with non-marking soles**. Shoes must be closed (heel and toe) and sturdy.

**Socks** - Navy blue or white crew socks are appropriate. All students must wear socks. No logos

may appear on the socks. Girls may wear white or navy tights or socks.

Jewelry, Body Piercing, Tattoos - Boys' earrings are not permitted. No other body piercing is permitted. Tattoos are not permitted. Any tattoos, temporary or permanent, must be removed before the student is allowed to attend class. Jewelry should not interfere with the educational environment of the school. Girls may wear earrings that fasten securely to the ear lobe and do not dangle.

### **Toys / Collectibles**

Items such as collectable cards or playing cards, portable electronic audio devices, including radios, tape players, CD players, beepers, and mobile telephones are not to be brought to school. If a student is found using any of these items, the item is confiscated and turned over to the Director. The item is returned to the student at the close of school on Friday of the week it is confiscated. If a second violation occurs, the student's parent or guardian must pick up the item at the administrative office.

### **Telephone Calls, Mobile Telephones and Messages**

Cellular phones and other communication devices are not permitted on school property by students during the school year / instructional day. Telephone messages will only be delivered in emergency cases. Students who ask and receive permission may use the school office telephone. **Students are not permitted to call home to receive permission for fieldtrips or for forgotten class work.**

### **Visitor Procedures**

ALL visitors and volunteers (this includes parents/guardians) must sign in and out at the school office. Volunteers in the buildings will receive special nametags designating them as building volunteers. Volunteers, visitors and parents / guardians are not to use cellular phones within instructional areas / classrooms as it interferes with instruction.

### **Student Discipline**

Eunoia Charter School of Excellence student discipline policies and guidelines are executed in accordance with Indiana Code, IC 20-8.1-5.1. Copies of the Code are available in the Academy office.

### **Search and Seizure Policy**

1. The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable cause for a search.
  - As used in this policy, "reasonable cause for a search" means any circumstances, which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
    - i. Evidence of a violation of the student conduct standards contained in the student handbook; or

- ii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person.
2. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.
3. The principal, or a member of administrative staff designated in writing by the principal, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.
4. The principal, a member of the administrative staff, or a teacher may search a desk or any other storage area on school premises other than a locker when the person conducting the search has reasonable cause for a search.
5. The principal, or another member of the administrative staff designated in writing by the principal and acting at the direction of the principal, may search the person of a student during a school activity if the principal has reasonable grounds for a search of that student.
  - Searches of the person of a student shall be limited to:
    - i. Searches of the pockets of the student,
    - ii. Any object in the possession of the student such as a purse or briefcase, and/or
    - iii. A "pat down" of the exterior of the student's clothing.
6. Searches of the person of a student that require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with this policy. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.
7. Anything found in the course of a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
  - Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing,

- ☐ Returned to the parent or guardian of the student from whom it was seized,
  - ☐ Destroyed if it has no significant value, or
  - ☐ Turned over to any law enforcement officer in accordance with this policy.
8. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
- ☐ Returned to the parent or guardian of the student from whom it was seized,
  - ☐ Destroyed, or
  - ☐ Turned over to any law enforcement officer in accordance with this policy.
9. The principal, or a member of the administrative staff designated in writing by the principal, may request the assistance of a law enforcement officer to:
- ☐ Search any area of school premises, any student, or any motor vehicle on school premises;
  - ☐ Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

### Core Expectations

The following directives, known as the "**Core Expectations**," represent basic beliefs of Eunoia Charter School of Excellence, which all students are expected to follow. These rules apply at all times that the school is responsible for the students, including any off-site, school-sponsored functions such as field trips, sporting events, and overnight retreats.

1. Listen to and follow the directions of the teachers and staff
2. Do your best, work hard, and strive to achieve
3. Cooperate and help others
4. Treat yourself and others with respect
5. Respect the property and rights of others
6. Do not disrupt the educational process
7. Be honest in word and deed
8. Be responsible for your actions and for what you need to do

*Each of the Core Expectations promotes the Eunoia Charter School of Excellence values –*

- ☐ Contribute More: through a commitment to outstanding moral character
- ☐ Desire More: through a commitment to academic growth
- ☐ Do More: through a commitment to creating a sense of community
- ☐ Learn More: through a commitment to core curriculum
- ☐ Expect More: through a commitment to measurable results

## Detention

Detention can be either lunch/recess detention or after school detention. Lunch/recess detention means that a student will miss lunch and recess time with the class, and will spend that time in the Detention Room eating his/her lunch alone and doing schoolwork. After-school detention means that the child will spend the next day after school beginning at 3:40 p.m. in a supervised study environment. Parents will be notified in writing when a child is assigned an after-school detention to ensure transportation home is arranged. Failure to fulfill the detention requirement will add another detention to the one not served.

When a student fails to respond to warnings and detentions, more serious measures will be taken to motivate the student to improve his or her behavior.

## Saturday School

Saturday School may be scheduled throughout the school year. Saturday School means that a student will report to Eunoia Charter School of Excellence from 8:00 a.m. to noon on a scheduled Saturday. Saturday School will consist of a student either completing academic or community service on school grounds for the given time. Parents will be notified when a student is assigned Saturday School to ensure transportation to and from Eunoia Charter School of Excellence. Failure to fulfill the Saturday School requirement will add another Saturday School to the one not served.

## Expulsion

The following behaviors may result in a student being expelled for a period of time as allowed by Indiana law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

Forms and processes for appealing expulsion are available in the school office, and are outlined in Indiana Code, IC 20-8.1-5.1, Chapter 5.1, Suspension, Expulsion and Student Discipline.

Eunoia Charter School of Excellence expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law,

are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent in accordance with IC 20-8.1-5.1-13. Formal findings from such a hearing will be explained in writing to the parents and the Director of Eunoia Charter School of Excellence with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Trustees as specified in IC 20-8.1-5.1-13. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Head of School of Eunoia Charter School of Excellence shall notify the head of the receiving school of the reasons for the pupil's expulsion.

### **Procedural Due Process**

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses
3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

### **Procedures for all Expulsion Hearings**

1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) at the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.
4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the Hearing Officer (Head of School or designee). A decision is rendered on the evidence available.
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request under Chapter 766.

### **General School Rules and Policy**

Eunoia Charter School of Excellence facilitates the development of disciplined individuals

toward fostering a community of learners' attitude and environment. Eunoia Charter School of Excellence celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the negative choices and teaching the proper way.

Policies and consequences consistent with our mission are necessary to ensure a safe learning environment for every child.

### Inappropriate Behavior

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience
- Misusing school equipment, or that of others
- Running in class, or in the hallways
- Littering
- Teasing
- Horseplay
- Bullying
- Sexual harassment

Teachers will discuss the above behaviors with children and will contact parents in working together to resolve. If the child's behavior problems continue, a referral to the office administration may occur.

### Office Referrals

It is at the discretion of the teacher to refer a child to the administration for intervention of behaviors. Administration will talk with the child, as well as others involved, to understand the circumstances surrounding the incident.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief "time out" period, or may receive another form of consequence. These may include detention, in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of Eunoia Charter School of Excellence's intervention strategies. Upon each referral to the administration, the parent or guardian will be called and informed of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model Eunoia Charter School of Excellence's Core Expectations.***

### Suspension

The following behaviors may result in immediate suspension:

- Fighting

- Biting
- Forgery
- Harassment / bullying others
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or other school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual misbehavior

Suspensions may be in school or out of school as specified in the notice of referral letter mailed to parents. Parents may be required to return to school with their child to meet with members of the administrative team as specified in the notice of referral letter.

### **Family and Student Support**

A family and student support network works with school personnel, students and families to assist students who are having difficulty adhering to expected attendance or behavior policies or who are experiencing other crisis or concerns in their lives, or struggling with academics. Generally, referrals are made to after interventions by the teacher and lead teacher have not met with success. Parents/guardians may also request intervention by contacting the Director or Student Support Manager. Response to Intervention is one approach used when strategies are needed to support our students academically and/or behaviorally. Information is available in the school office.

### **Parent Involvement Policy**

Eunoia Charter School of Excellence encourages an atmosphere in which parents, administration and faculty join in a partnership to foster the mission of Eunoia Charter School of Excellence. This partnership offers an environment for collaboration and exchange of information between school and parents.

All parents are invited to attend monthly Parent Teacher Support Group (PTSG) meetings and to join committees or volunteer for activities. The PTSG meets on the second Tuesday of each month. Teachers are members of the PTSG.

An administrator is present at all meetings to give information and answer parent questions.



Annually, Eunoia Charter School of Excellence will convene a meeting with the PTSG at the beginning of the school year. All efforts will be made to have the parent involvement meeting the same night as Eunoia Charter School of Excellence's Back to School Night.

### Policy

1. Parents have the right to be involved and participate in their child's educational experience.
2. Parents will be informed of their rights under Title I. The principal of the school will present the information.
3. Parents will receive information on all parent programs a minimum of one week in advance.
4. Parents will be informed that the Parent Teacher Support Group provides the opportunity for parents to raise concerns about school wide policy. A member of the PTSG will hold a seat on the board of Eunoia Charter School of Excellence.
5. Parents will receive the Parent Teacher Support Group Gazette (newsletter) on a monthly basis (at minimum).
6. Parents will have the opportunity to participate in monthly workshops on how to improve their child's schoolwork.
7. Parents will have the opportunity to participate in workshops in order to receive resources and support in working with their child(ren).
8. Parents will receive an explanation of curriculum and a copy of the Indiana State Standards during the Back to School event held in August from their child's teacher. Parents who are unable to attend Back to School Night can meet one on one with their child's teacher to receive the information.
9. Parents will receive an explanation of the curriculum, DIBELS, NWEA assessments, and ISTEP assessments at the Back to School Night held in August.
10. Parents will receive the voice mail number and email address of their child's teacher in the welcome letter sent to parents and students before the start of school.
11. Parents have the opportunity to make decisions regarding the education of their child by initiating conversation with the child's teacher. School-wide concerns should be addressed through the PTSG group for presentation to the director and school board.
12. Parents will be informed of teacher professional development days through the school newsletter. Professional Development of teachers includes ways to build a successful communication bridge between the school and home.

13. Parents have the opportunity to review materials on how they can improve their child's academic achievement in the parent resource area. Parents should contact the Eunoia Charter School of Excellence counselor to set up an appointment for the resource area. Additional support may be provided at the parents' request.
14. Parents that need documents written in Spanish will have the opportunity to select "Spanish Materials" on the application for enrollment and registration forms at Eunoia Charter School of Excellence.
15. Parents will sign the **Eunoia Charter School of Excellence Commitments**, which is a written agreement of what schools and parents are each supposed to do to help students achieve.

Parents who feel that their rights have been violated or that the needs of their child are not being met should schedule an appointment with their child's teacher by phone or email. If the issue is not resolved, the parent should place the issue in writing and contact the school principal by phone or email. If the issue is not resolved after meeting with the principal, the parent should contact the school superintendent by phone or email. If the issue is not resolved after meeting with the superintendent, the parent should submit a letter to the Eunoia Charter School of Excellence Board at the next scheduled board meeting. All board meetings are listed in the master calendar, which is in the Eunoia Charter School of Excellence Family Handbook.

Parents concern with the Title I program will be forwarded to the Department of Education, Division of Compensatory Education with the following year's grant application.

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- ☐ Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- ☐ Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- ☐ Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA

allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

The Eunoia Charter Schools project that many of the parents of the students enrolled at the school will provide their own transportation as they drive to and from work and/or rely on public transportation. Extended day options will provide for onsite before and after school care on a sliding scale basis, with the school operational from 6:00AM to 6:00PM. It is projected this program will be operated in partnership with the YMCA.

The school will work with parents to devise feasible and safe car pool arrangements for as many students as possible, including low-income and at-risk students. Such arrangements will reduce the amount of dollars spent on transportation and increase the available funds for the education of the children. If necessary, the Eunoia Charter Schools will work with other agencies to help coordinate transportation for children with disabilities. It is our hope to avoid transportation on a daily basis, only contracting out for field trips, but we are aware that it may not be realistic not to offer transportation. Communication with parents will guide current and future plans. Eunoia will do their best to work with parents to ensure no child's opportunity to attend the charter school is limited by transportation.

If it becomes a deterrent to enrollment, Eunoia Charter Schools will offer transportation and the plan of the school will meet State guidelines and Vehicle Code provisions. Distance expectations for residing in the area will be defined as between two to four miles of the school. Parents of students residing within a two-mile radius will be expected to provide their own transportation. Special circumstances may arise in any transportation plan, which Eunoia is aware of and willing to work with. The Eunoia Board of Directors, in cooperation with the school leadership, will address these situations on an individual basis. When transportation needs are better defined, the Board of Directors will work with private transportation providers or will purchase appropriate vehicles to keep transportation from becoming a burden for student attendance. If ownership and/or operation of vehicles are necessary, Eunoia will make certain that transportation is provided in accordance with the applicable provisions of the Indiana Vehicle Code.

Students will receive instruction in emergency evacuation and safe riding on school buses. The Eunoia Charter Schools will follow all rated recommendations of bus safety and state regulations. Auto liability insurance will be purchased to ensure proper coverage.

**Purpose:** The intent of this Policy is to ensure compliance with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2009.<sup>1</sup> In accordance with these requirements, this Policy has been developed in consultation with parents, representatives of the school food services authority, school board members, administrators, PE teachers and nurses.

**Policy Statement:** It is the policy of the Eunoia Charter School of Excellence to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the School will also establish nutrition guidelines for all foods available at school during the school day.

**I. Goals for Nutrition Education.<sup>2</sup>**

- A. The School shall provide nutrition education programs as required by state law and regulations of the Indiana State Board of Education. In particular, the School shall provide a nutrition component in its Comprehensive Health and Wellness Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Eunoia Wellness Policy.

**II. Goals for Physical Activity.<sup>4</sup>**

- A. Recess is an important part of a child's day and should only be completely restricted as a consequence for misbehavior at recess. Teachers are also encouraged to give their students short breaks during the day so that students can move and refresh their minds. Movement is important for growing children and improves their mental activity.
- B. Physical education (Wellness) classes are an important part of childrens' mental, physical and social growth and development as well as their overall wellness. Classes should be planned to maximize student movement and to develop life long skills and activities as well as competitive team sports and skills. The school should try to increase wellness time as much as possible.

**III. Goals for Other School Based Activities.<sup>5</sup>**

- A. The School shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.<sup>6</sup>
- B. The School shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
- C. The School shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.

**IV. Nutrition Guidelines.<sup>7</sup>**

- A. Foods served during the hot lunch program shall meet or exceed the nutritional guidelines for federal hot lunch programs. When practical the program will serve fresh fruits and vegetables, whole grain breads, and food that is grown or produced locally. The program should avoid serving packaged food that is prepared ahead of time or food that has a high sugar or high fat content or artificial ingredients.
- B. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.<sup>9</sup>
- C. At special events or celebrations, treat foods such as cookies, ice cream and cake are allowed provided they are served after lunch has been eaten.

#### V. Policy Implementation.<sup>10</sup>

- A. The Director shall monitor School programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
- B. The Director shall report at least annually to the board on the School's compliance with law and policies related to student wellness. The report shall include an assurance that School guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
- C. The school shall establish a Wellness Committee to work with food service personnel to monitor the nutritional value of food served during the day and to make plans for increasing the nutritional value of food served. The Wellness Committee shall also establish guidelines and recommendations for food sold on school grounds and at school events in order to assure that nutritional foods are sold.

<sup>1</sup>Section 204 of Public Law 108-265. June 30, 2009

<sup>2</sup>These goals are intended to be illustrative. Local policy makers should consider the addition of locally established goals. For examples of goals used elsewhere, consult the resources listed in the material accompanying this model policy.

<sup>3</sup>16 V.S.A. §§131 & 906.

<sup>4</sup>These goals are intended to be illustrative. Local policy makers should consider the addition of locally established goals. For example of goals used elsewhere, consult the resources listed in the material accompanying this model policy.

<sup>5</sup>These goals are illustrative. Local policy makers should consider the addition of locally established goals. For examples of goals used elsewhere, consult the resources listed in the material accompanying this policy.

<sup>6</sup>This provision is required of schools participating in National School Lunch and Breakfast programs.

<sup>7</sup>The federal law required that local wellness policies include "nutrition guidelines selected by the local educational agency for all foods available on each school campus...during the school day with the objectives of promoting student health and reducing childhood obesity," Include locally established guidelines as appropriate.

<sup>8</sup>Required of schools participating in National School Lunch and Breakfast programs.

<sup>9</sup>Required by cited federal regulations.

<sup>10</sup>The Child Nutrition and WIC Reauthorization Act requires the establishment of "a plan for measuring implementation of the local wellness policy, including the designation of 1 person within the local education agency or at each school, as

appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy." For examples of implementation plans, consult the references cited in the materials accompanying this model policy.

- D. The Director and/or CMO shall work with the food service director to ensure a variety of colorful, appealing and 'new' food items are introduced regularly to all children.
- E. Assuming a free and/or reduced count greater than 60% will ensure a universal breakfast program served within classrooms daily to provide all children with a healthy start to the school day.

### Allergies

It is the policy of the Eunoia Charter School of Excellence to provide a safe and healthy school environment. A primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reaction, anaphylaxis. Because some students may be severely allergic to certain foods, the Eunoia Charter School of Excellence shall take the following measures to ensure their safety.

1. Parents of children with severe allergies must notify the school administration of the allergy and provide the school with an individualized action plan prepared by the student's physician. Epinephrine should be kept in close proximity to students at risk of anaphylaxis and in all cases where it is administered, the student must be sent to the hospital immediately.
2. The school shall ensure that relevant information is given to all supervising persons of an identified student and when appropriate, to the entire school community. It is incumbent upon the school to notify any person who may be supervising an identified student with food allergies, especially those which may be life-threatening, such as peanut allergies.
3. At risk students should have some means of identification, such as a medical alert bracelet.
4. Parents will be provided with hot lunch menus in advance so that they can select safe foods their child may eat. Parents of at risk children are encouraged to prepare their child's lunch at home, and to instruct their child not to exchange foods or utensils with other students.
5. The school will implement measures, which may include the entire school community, to support the physician's plan and to protect each student who has a severe food allergy.

## Price List

### Elementary Schools (Grades K-8)

|                   |        |
|-------------------|--------|
| Breakfast Price   | \$1.40 |
| Lunch Price       | 2.25   |
| Reduced Lunch     | .40    |
| Reduced Breakfast | .30    |
| Milk              | .45    |

### Adults

|             |        |
|-------------|--------|
| Lunch Price | \$3.50 |
| Milk        | .45    |

## Sample Menu

### Breakfast

|                          |                  |              |             |                  |                 |
|--------------------------|------------------|--------------|-------------|------------------|-----------------|
| <b>Item 1</b>            | Continental Menu | Biscuits     | Continental | English Muffins  | Waffles         |
| <b>Item 2</b>            | Hot Cereal       | Turkey Gravy |             | Hard Boiled Eggs | Turkey Sausages |
| <b>Milk</b>              | 1% and 2%        | 1% and 2%    | 1% and 2%   | 1% and 2%        | 1% and 2%       |
| <b>100% Fruit Juice</b>  | Assorted         | Assorted     | Assorted    | Assorted         | Assorted        |
| <b>Bread Alternative</b> | Assorted         | Assorted     | Assorted    | Assorted         | Assorted        |

### Lunch

|                          |                                           |                         |                   |                  |                                           |
|--------------------------|-------------------------------------------|-------------------------|-------------------|------------------|-------------------------------------------|
| <b>Protein</b>           | Jambalaya                                 | Turkey Burgers          | Turkey Bolognaise | Beef Stew        | Orange Molasses<br>Glazed Chicken<br>Legs |
| <b>Starch/Grain</b>      | White Rice Pilaf                          | French Fries            | WW Pasta          | Brown Rice       | Roast Potatoes                            |
| <b>Vegetable</b>         | Vegetable<br>Medley with<br>Garlic Butter | Steamed String<br>Beans | Green Beans       | Steamed Broccoli | Steamed<br>Summer Squash                  |
| <b>Salad Bar (125th)</b> | 125th                                     | 125th                   | 125th             | 125th            | 125th                                     |
| <b>Milk</b>              | 1% and 2%                                 | 1% and 2%               | 1% and 2%         | 1% and 2%        | 1% and 2%                                 |
| <b>100% Fruit Juice</b>  | Assorted                                  | Assorted                | Assorted          | Assorted         | Assorted                                  |
| <b>Bread/Grains</b>      | Assorted Breads                           | Assorted Breads         | Assorted Breads   | Assorted Breads  | Assorted Breads                           |



## Eunoia School Promotion

The academic achievement and mastery of grade level exit standards is critical to ensuring the educational success of every child. To that end, students must demonstrate through formative and summative assessment data that they have mastered grade level exit standards as indicated by the Indiana State and Common Core State Standards.

Per the appropriate grade level assessments, alignment will be evaluated quarterly and in the final grading period to determine if a child has mastered all expectations. As well, per the Family Handbook, all conditions specific to truancy must be satisfied.

Exceptional learners will be held to standards and goals within their service plans.

| Area of Operational Focus | Specific Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date to Begin Process                                                                 | Completion Date                                                                                     | Lead                                                                                                                                                                                                                 | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Facilities Project</b> | <ul style="list-style-type: none"> <li>Temporary vs. Permanent Site – plans and timeline for each</li> <li>Construction of Building <ul style="list-style-type: none"> <li>Alignment w/ architectural plan</li> <li>Zoning / Variances to be filed</li> <li>Signage – Zoning / Variances to be filed</li> <li>Sign Design / Installation</li> </ul> </li> </ul>                                                                                                                                                | <p>ASAP</p> <p>January 2012</p>                                                       | <p>January 15, 2012</p> <p>June 2012</p>                                                            | <p>ISE</p> <p>Board / School Director</p>                                                                                                                                                                            | <p>This drives all decisions / processes forward</p> <p>Allows time to work through and resolve any / all issues prior to opening</p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>School Design</b>      | <ul style="list-style-type: none"> <li>Grade configuration within facilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>ASAP</p>                                                                           | <p>January 31, 2012</p>                                                                             |                                                                                                                                                                                                                      | <p>This needs to be completed prior to finalization of building plan</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Human Resources</b>    | <ul style="list-style-type: none"> <li><b>Staff Recruitment – Instructional / Support</b> <ul style="list-style-type: none"> <li>Posting of Positions Open</li> <li>Shortlist Resumes</li> <li>Interviews</li> </ul> </li> <li><b>Staff Recruitment – Office Staff</b> <ul style="list-style-type: none"> <li>Posting of Positions Open</li> <li>Shortlist</li> <li>Interviews</li> </ul> </li> <li>Identify Insurance Carrier / Plan</li> <li>Employee Files Set up – Need Dual Sets – HR / Health</li> </ul> | <p>January 15, 2012</p> <p>January 15, 2012</p> <p>January 2012</p> <p>March 2012</p> | <p>January 2012 – May 2012</p> <p>March 2012</p> <p>June 2012</p> <p>April 2012</p> <p>May 2012</p> | <p>CMO/School Director – Suggest we do 1<sup>st</sup> round telephone and then stack 2<sup>nd</sup> round in 3 – 5 days</p> <p>School Director</p> <p>Administrative Assistant</p> <p>CMO</p> <p>School Director</p> | <p>Another reason why administrative assistant is needed to help with reference checks, criminal history check, etc to expedite hiring process</p> <p>Really need to hire an administrative assistant to process resumes, enrollment, field questions, etc (Temporary office space – could work from home or board member office, if feasible)</p> <p>Employees will want specifics prior to hiring</p> <p>This will need to be done no later than date first hiring is completed</p> <p>Staff Orientation to be held in July 2012 with</p> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                  |                                                                                   |                                                                                                                                      |                                                                                                                                                                               |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>Set up Retirement Accounts for Certified and Non-Certified Staff</li> <li>Orientation Protocol for Staff</li> <li>Draft FMLA policy per state law</li> <li>Draft all leave policy / staff policy per state law</li> <li>Room / Office Assignments</li> <li>Staff Evaluation Process / Forms / Timeline</li> </ul>                                                                                                 | January 2012<br><br>May 2012<br><br>January 2012                                                 | February 2012                                                                     | School Director (Terry Warren to vet)                                                                                                | staff development<br>Completion early for inclusion in staff handbook                                                                                                         |
| <b>Instructional Process</b> | <ul style="list-style-type: none"> <li>Master Schedule Finalized</li> <li>Develop all Staff Supervision Schedules</li> <li>Develop grading policy</li> <li>Develop report cards – I recommend a standards based report card by grade</li> </ul>                                                                                                                                                                                                          | March 2012<br><br>February 2012                                                                  | April 2012<br><br>April 2012                                                      | School Director<br><br>School Director                                                                                               | Parents / Staff will have many questions about schedule and about grading policy. Need to get these finished – work with IT provider for printing / storage options of grades |
| <b>Students and Parents</b>  | <ul style="list-style-type: none"> <li>Information / Recruitment Meetings for Parents / Students</li> <li>Enrollment Process -- Open window should run for approximately 6 – 8 weeks <ul style="list-style-type: none"> <li>Marketing</li> <li>Application</li> <li>Lottery – public</li> <li>Enrollment Forms (process to begin after student enrolled. Strongly suggest multiple step process to minimize ownership by parents)</li> </ul> </li> </ul> | February 2012<br><br>January 2012<br><br><br>April 2012<br><br><br>January 2012<br>February 2012 | May 2012<br><br>March 2012<br><br><br>June 2012<br><br><br>March 2012<br>May 2012 | School Director<br><br>School Director / Administrative Assistant<br><br><br><br><br><br>School Director w/ Board<br>School Director | Make sure lottery process aligns w/ state law                                                                                                                                 |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                              |                 |                                                                                                                                               |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>Uniform Selection – style and vendor</li> <li>Family Handbook – ensure alignment with state law (will need to go to printer in May) <ul style="list-style-type: none"> <li>Truancy</li> <li>FERPA</li> <li>Internet Use</li> <li>Uniform Protocol</li> <li>Photo / Video Consent</li> <li>Enrollment Process</li> <li>Due Process</li> <li>Free / Reduced Process</li> <li>Family Commitments / Expectations</li> <li>Arrival / Dismissal</li> <li>Health</li> <li>Academics / Assessment</li> <li>Special Education</li> <li>Calendar</li> </ul> </li> </ul> |                                      |                              |                 |                                                                                                                                               |
| <b>School Meal Program</b>              | <ul style="list-style-type: none"> <li>Source / Select School Food Program / Provider</li> <li>Set up of Program w/ DoE for recognition as Federal Food Program / Reimbursement</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | March 2012                           | June 2012                    | School Director | Suggest structuring as a break even venture – will need to have audit of program by DoE prior to opening for alignment w/ Federal regulations |
| <b>Facilities, Furniture, Equipment</b> | <ul style="list-style-type: none"> <li>Source furniture and equipment <ul style="list-style-type: none"> <li>Set up Vendor Accounts</li> </ul> </li> <li>Instructional Furniture and Equipment Orders</li> <li>Office / Support Furniture and Equipment Orders (to include cafeteria)</li> <li>Source Telephone Provider /</li> </ul>                                                                                                                                                                                                                                                                | January 1, 2012<br><br>February 2012 | March 2012<br><br>March 2012 |                 | Many times furniture, particularly classroom, is on back order and can take several months to get in                                          |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                             |                                                                    |                                                                                                   |                                                                                                                    |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>Equipment</li> <li>Source Textbooks / Curricular Resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                             |                                                                    |                                                                                                   |                                                                                                                    |
| Operations | <ul style="list-style-type: none"> <li>Vendor Selection               <ul style="list-style-type: none"> <li>Mowing (if appropriate / needed)</li> <li>Custodial</li> <li>Day Porter</li> <li>Office Supplies</li> <li>Custodial Supplies</li> <li>Copier / Office Equipment</li> <li>Telephone Carrier / Service</li> <li>Payroll</li> <li>Accounting</li> <li>COBRA</li> <li></li> </ul> </li> <li>Facilities Use Policy / Process</li> <li>Accounts Receivable / Payable Policy / Procedures / Software (will want to vet w/ state board of accounts)</li> <li>Printing of all policies, forms, handbooks, templates (those in <b>turquoise</b>, recommend professional print / bound)               <ul style="list-style-type: none"> <li><b>Staff Handbook</b></li> <li><b>Family Handbook</b></li> <li><b>Discipline Referral – NCR Paper</b></li> <li>Enrollment Forms</li> <li>Application for Employment</li> <li>Application for Enrollment</li> <li>Master Schedules</li> </ul> </li> </ul> | <p>February 2012</p> <p>March 2012<br/>January 2012</p> <p>January 2012</p> | <p>June 2012</p> <p>June 2012<br/>March 2012</p> <p>April 2012</p> | <p>School Director</p> <p>School Director<br/>School Director</p> <p>Administrative Assistant</p> | <p>Check state law requirements for school bidding of services (Terry Warren should be able to help with this)</p> |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |                                                                            |                                                                                                                         |  |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--|
|                       | <ul style="list-style-type: none"> <li>Staff Evaluation Templates / Rubrics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                            |                                                                                                                         |  |
| <b>Accountability</b> | <ul style="list-style-type: none"> <li>Data Submission / Reporting Requirements w/ Authorizer and AZ Do</li> <li>Health Inspection to Open</li> <li>Fire Inspection to Open</li> <li>Authorizer Approval to Open</li> <li>Professional Development Plan <ul style="list-style-type: none"> <li>Identify Facilitator</li> <li>Set Calendar of Training for July</li> </ul> </li> </ul>                                                                                                                                                                                     | March 2012<br><br>June 2012<br>June 2012<br>June 2012<br>February 2012                | May 2012<br><br>July 2012<br>July 2012<br>July 2012<br>June 2012           | School Director<br><br>School Director<br>School Director<br>School Director<br>School Director                         |  |
| <b>Technology</b>     | <ul style="list-style-type: none"> <li>Computer / Technology Resource Needs – Source Provider <ul style="list-style-type: none"> <li>Infrastructure / Wiring</li> </ul> </li> <li>Source IT Service Provider</li> <li>Technology Plan per State requirements</li> <li>Draft Internet Usage Policy for Staff and Students</li> <li>Data Management <ul style="list-style-type: none"> <li>Student Information System</li> <li>Data Back Up</li> <li>Data Retrieval</li> <li>Fire Wall / Filter</li> <li>Email – Service Needs</li> <li>Server Needs</li> </ul> </li> </ul> | January 2012<br><br>February 2012<br>March 2012<br>February 2012<br><br>February 2012 | March 2012<br><br>March 2012<br>April 2012<br>March 2012<br><br>April 2012 | School Director<br><br>IT / School Director<br>School Director / IT<br>IT / School Director<br><br>IT / School Director |  |
| <b>School Safety</b>  | <ul style="list-style-type: none"> <li>Evacuation Routes – Primary/ Secondary</li> <li>Emergency / Crisis Policy / Procedures</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | April 2012<br>March 2012                                                              | June 2012<br>June 2012                                                     | School Director<br>School Director                                                                                      |  |

|                   |                                                                                                                                                                                |            |          |                                              |  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------------------------------|--|
| Special Education | <ul style="list-style-type: none"> <li>■ Support, Monitoring, Compliance</li> <li>■ Direct Service Providers – OT, PT, Speech</li> <li>■ Psychological Evaluator(s)</li> </ul> | March 2012 | May 2012 | School Director /<br>Special Education Staff |  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|----------------------------------------------|--|

**Institute for School Excellence**  
**Profit & Loss**  
**July 2010 through June 2011**

|                              |                        |
|------------------------------|------------------------|
| Revenue                      |                        |
| Income - Charitable Donation | 166,189.00             |
| Income - State APC           | 19,742.04              |
| Income - Management Fee      | 47,406.34              |
| Income - Federal Sped        | 321,919.77             |
| Income - Federal Stimulus    | 18,724.00              |
| Total Revenue                | <u>573,981.15</u>      |
| Expense                      |                        |
| Direct Services              |                        |
| Vision & Hearing Services    | 3,080.00               |
| Teacher of Service           | 5,775.46               |
| Training                     | 241.94                 |
| Psych Services               | 37,050.00              |
| Outside Contract Services    | <u>183,992.51</u>      |
| Total Direct Services        | 230,139.91             |
| Account & Legal Services     | 71,562.96              |
| Salary & Wages               | 219,639.14             |
| Operations                   | 18,261.96              |
| Rent & Parking               | 12,613.60              |
| Utilities                    | 7,342.02               |
| Travel and Meetings          | <u>6,591.66</u>        |
| Total Expense                | <u>566,151.25</u>      |
| <b>Net Change</b>            | <b><u>7,829.90</u></b> |