

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 Fall Creek Academy

Proposed Location (School District) Indianapolis Public Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K-12	400
Year 2	K-12	475
Year 3	K-12	550
Year 4	K-12	650
Year 5	K-12	700

Desired School Opening August 2012 Date

2. Proposed Affiliations

Educational Management Organization (if any) n/a

Public Contact Info (Name & Phone #) _____

3. Lead Applicant Contact Information

Lead Applicant Name Mr. Rollin M. Dick

Mailing Address MH Equity Investors
6270 Corporate Drive, Suite 200

City Indianapolis, IN Zip Code 46278

E-Mail Address Rollin.Dick@mhequity.com

Primary Phone # 317-218-1855

Secondary Phone # _____

Lead Applicant Media Contact Phone # 317-218-1855

Signature _____

Submit Completed Proposal to:

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

B. Application Summary

1. Charter School Name

Fall Creek Academy

2. Charter School Location

2540 N. Capitol Street, Indianapolis, IN 46208-3771

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

	non profit or for profit
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5. Other Partner Organization(s) (if applicable)

GEO Foundation, Indianapolis, Indiana

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-12	400
Year 5	2016-2017	K-12	700

7. Applicant(s)

Name	Bio
Mr. Rollin Dick	Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. Mr. Dick has 58 years of accounting and financial management experience. He has been an active “angel” and “venture capital” investor and has had interests in thirty businesses. along with being active with numerous civic and non-profit organizations.
Dr. Charles Feldhaus	Dr. Feldhaus is currently an Associate Professor in the Department of Computer Information Leadership Technology at the Purdue School of Engineering and Technology at IUPUI. He is also Chair of Graduate Technology Programs for the School of Engineering and Technology and serves as a Regional Facilitator for the Indiana Science Technology Engineering and Mathematics (I-STEM) Network for the State of Indiana (www.istemnetwork.org). He brings to the board years of experience in P-12 STEM Education and is interested in helping faculty leaders design, develop and implement high quality STEM education curriculum and assessment.
Dr. Linden Hill	Lindan B. Hill is currently Dean of the School of Education and Director of the Marian Academy for Teaching and Learning Leadership at Marian University, Indianapolis, Indiana. Prior to his arrival at Marian, Dr. Hill was Director of Teacher Education at Manchester College in North Manchester, Indiana. Before Manchester, he worked for 32 years in public education as teacher,

	principal and 25 of those years as Superintendent of Schools in two Indiana school districts. Dr. Hill dedication to education innovation and improvement is a great resource for the FCA Board.
Ms. Lora Manion	Ms. Manion, having earned an MBA and a JD while working full-time, is passionate about life-long education and the economic and social opportunities it provides. As a former resident of the near south side of Indianapolis, she observed firsthand the challenges faced in this area, and she desires to utilize her role on the Board of Directors to support providing high quality education in a small-class environment to all our students.
Mr. James Parker	Mr. Parker is the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management. Mr. Parker is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. He is known for his ability to turn underperforming organizations into dominant players in the industry by creating and articulating a compelling vision that organizations and stakeholders embrace.
Mr. Michael Smith	Mr. Smith is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis. Previously, he served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield; as Chief Operating Officer and CFO of American Health Network; and as Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mr. Smith has served as director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

8. Proposed Board of Trustees

Name	Bio
Mr. Rollin Dick	SEE ABOVE
Mr. Charles Feldhaus	SEE ABOVE
Dr. Linden Hill	SEE ABOVE
Ms. Lora Manion	SEE ABOVE
Mr. James Parker	SEE ABOVE
Mr. Michael Smith	SEE ABOVE

9. Overview of the Proposed Program,

- a. **MISSION:** Fall Creek Academy will prepare students to be productive and competitive members of today's global economy. FCA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than FCA's slogan, it is a mission that guides the school in every decision.
- b. **RATIONALE:** Too many students in Indianapolis continue to fail to graduate and matriculate to college and/or to be qualified for a high paying, high quality and high demand job. The city needs a school that prepares students appropriately to compete in today's global economy.
- c. **KEY DESIGN ELEMENTS:** The school will implement Core Knowledge in grades K-8, Project Lead the Way in middle and high school and an "early college" program in high school that includes the school paying for tuition and textbooks and providing staff support for students to be successful in college.
- d. **LENGTH OF INSTRUCTION:** K-12 instruction for 180 days with a traditional day of 7 hours of instruction with an extended day of three additional hours four days a week and a voluntary 6-week summer program.
- e. **SUBJECTS TO BE TAUGHT:** K-12 education curriculum.
- f. **UNIQUE PROGRAM CHARACTERISTICS:** The school provides high school students the opportunity to earn up to 60 college credits upon their high school graduation. The school also provides students the opportunity to earn certificates in Project Lead the Way STEM programs that make them highly employable upon their high school graduation.
- g. **INSTRUCTIONAL LEADERSHIP:** The leadership is highly qualified, licensed and experienced in data-driven instruction and works hard to provide differentiated learning to all students.
- h. **PROFESSIONAL DEVELOPMENT:** The school provides on-going and structured professional development in the use of data to drive instruction and includes structured annual professional development in Core Knowledge, Project Lead the Way, and "early college" programs.

- i. **MANAGEMENT STRUCTURE:** The board controls the school and works with support from GEO Foundation, an Indiana non-profit foundation to provide a quality educational program meeting the needs of the community. The principal manages the day-to-day academic programs and GEO Foundation provides the back office support freeing the principal from dealing with operations, transportation, building, HR, and many other business issues.
- j. **RELATIONSHIPS WITH PARTNER ORGANIZATIONS:**The school has numerous partnerships with community organizations including Teach For America, College Summit, Urban League, 100 Black Men, the Urban Mission YMCA, Ivy Tech, Marian University, IUPUI, the Woodrow Wilson Teaching Fellows, Girls Inc., New Teacher Project, and more.
- k. **SCHOOL LOCATION:**The school is located at 2540 N. Capitol St, directly across the street from Ivy Tech Community College.

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:

Fall Creek Academy has no relationship with Indianapolis Public Schools. IPS is in stiff competition with charter schools. While we have no relationship with IPS, we do nothing to disparage IPS.

b. Community Support:

As an existing school, FCA has established strong ties within its community. Support for the school ranges from Ivy Tech Community College, where FCA students take dual-credit classes, to the Near North Development Organization, the Mapleton-Fall Creek Neighborhood Association, and the Mid-North Development Corporation.

A grant from Allison Transmission, Inc., funded FCA's adoption of Project Lead the Way, an important tool for engaging students who have not succeeded in traditional settings.

In addition, the Fall Creek Academy and GEO Foundation have received numerous letters from individuals and organizations supporting the school and this application to Ball State. Included in these letters are ones from the Indianapolis YMCA, the 100 Black Men, the Urban League,

c. Student Demand:

FCA's enrollment numbers over the last three years provide the best estimate and evidence for the school's ability to meet the necessary enrollment figures:

	2009-2010	2010-11	2011-12
FCA ADM Enrollment	352	370.5	371
FCA Goal (per authorizer)	360	360	360
+/-	-8	+10.5	+11

d. Proposal Opposition:

The founders are not aware of any opposition to FCA's charter application to Ball State. As part of the Mayor's renewal process in November 2010, FCA was required to hold a community meeting, at which there was overwhelming support for the school and its mission in the community.

2. Feedback from Constituents

As an existing school, the Fall Creek Academy has nearly a decade of listening to its students, families, and neighborhood. Surveys and conversations with students and families have led to changes in the school. FCA has, through its outreach efforts, learned what companies and organizations in the area, including post-secondary institutions such as Ivy Tech Community College, are looking for in graduates.

The results of a 2010-2011 survey of FCA families is presented in Table 2, which demonstrates a high degree of satisfaction with the school, along with some areas of concern.

By considering this input, and by analyzing academic results in the school, FCA has, in 2010-2011, introduced the Project Lead the Way (PLTW) program, which is a STEM

approach to teaching that extensively utilizes project-based learning (PBL). This approach is an effective option for students who may have struggled in traditional “textbook” schools.

FCA will continue to seek out input from all of its stakeholders and adjust its approach to education based on that information.

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

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

3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Rollin Dick	reviewed and approved application	BoD chair
Mr. Charles Feldhaus	reviewed and approved application	BoD
Dr. Linden Hill	provided curricular advice, reviewed and approved application	BoD
Ms. Lora Manion	reviewed and approved application	BoD
Mr. James Parker	reviewed and approved application	BoD
Mr. Michael Smith	reviewed and approved application	BoD

b. Founding Group Origin:

Because Fall Creek Academy is an existing school, each board member who is part of the founding group is currently associated with the school.

c. Proposal Development:

The overall project was overseen by GEO Foundation, who contracted with and guided Ehr Gott School Services, Inc., a consulting company headed by Mr. Timothy P. Ehr Gott, a consultant who was an original Indiana charter school founder in 2002. Mr. Ehr Gott sought input and work product from all team members in their area of experience and expertise. GEO outlined the school design containing Core Knowledge, Project Lead the Way, and early-college programs. Mr. Hunt and Mr. Bryant developed all academic areas of the proposal, including curricular plans. Mr. Ehr Gott then organized the product into the BSU format for submission.

d. Previous Submissions

There were two previous FCA submissions, both to the Mayor of Indianapolis. The first was in 2002, when the school was first awarded its charter, as the 21st Century Charter School. In 2008, FCA submitted a renewal request to the Mayor. The Mayor awarded FCA with a pair of extensions – the first for two years, the second for one year – and the school is anticipating a December or January decision on a new charter contract.

Regardless of the Mayor’s decision, the Board believes that the students of Fall Creek would be best served by the school entering into a charter contract with Ball State. There are several considerations:

1. GEO existing relationship with Ball State via the 21st Century Charter School @ Gary, which is strong and constructive. The 21st Century school is the only “A” charter school in Lake County.
2. GEO’s efficiencies would be helped by having a common authorizer among its partner schools, benefitting the schools by focusing more resources on the students and their needs.
3. The potential new arrangement would remove Fall Creek from the political environment in Indianapolis.
4. Fall Creek would enjoy benefits by being linked to a university and its resources.

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.

As an existing school, the fiscal impact of its current enrollment has already been absorbed by the sending schools. Any future impact will be limited to the school’s

enrollment growth.

A large percentage of students who have enrolled in FCA over the years have been from families who would have considered moving out of the district if they could not find an alternative. That trend is expected to continue, which means that a percentage of FCA's future financial impact would have hit the area's schools whether FCA existed or not.

Below is a chart based on anticipated growth over the next three years. Estimates are based on current ADM tuition support, with no increases anticipated.

	2012-2013	2013-2014	2014-2015
FCA ADM Enrollment	400	475	550
FCA Enrollment Growth	40	75	75
ADM Support	\$7200	\$7400	\$7400
Fiscal Impact*	\$288,000	\$555,000	\$555,000

*impact on public schools only; assumes 100% of students come from public schools

5. Education Management Organization

a. Name of the Organization:

n/a

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

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

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

- 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

Fall Creek Academy will prepare students to be productive and competitive members of today's global economy. FCA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than FCA's slogan, it is a mission that guides the school in every decision.

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

By tying project-based learning in PLTW with Core Knowledge to a small school serving many students who have struggled in traditional settings, FCA will continue to make a difference in students' and families' lives. Strong leadership, teamed with the support of the GEO Foundation, gives the faculty and staff a base to continue to look for new ways to innovate.

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.

The academic results presented in Table 6b for the public schools in FCA’s area show a deficiency that needs to be addressed, especially as students move into the higher grades, and in minority enrollment. Fall Creek sees its challenge to help all of its students grow and to raise expectations, both in and out of the school.

Based on Fall Creek’s experience with its student population, and its conversations with businesses and organizations in the area, it is clear that a school with a different approach remains a huge need on North Capitol Avenue. FCA has been that alternative, and looks for more and better ways to serve its population.

Because so many students struggle in large public-school settings, FCA’s small size allows these types of students to find a comfortable home that engages them individually.

So many of the families coming to FCA have no post-secondary experience. At Fall Creek, “All Roads Lead to College.” The ability for students to take college-level classes – paid for by FCA – and earn credit is a huge step forward for them. And FCA’s programs to inform families about college options, and then assist them with the application process, is critical.

This kind of opportunity is life-changing. In 2010, FCA graduates earned, on average, nearly 11 college credits while in high school; in 2011, more than eight credits per graduate. All paid for by the school!

FCA believes its introduction of Project Lead the Way, with its emphasis on STEM and project-based learning, is another way of engaging students who have struggled in traditional settings. FCA recognizes that while “All Roads Lead to College,” not every student may want to pursue a four-year degree. PLTW prepares students for a career right out of high school and for a two-year degree program..

And its plans to introduce the Core Knowledge Curriculum over the next few years will give its teachers a structure and tools to ensure that students are exposed to and learn a set of standards that will prepare them for success in life.

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

The emphasis that FCA places on the college path is especially important with the

population it serves, families who have limited experience with higher education. Starting with the dual-credit courses the school offers through Ivy Tech Community College and continuing through its campus-visit program, FCA has worked with families to help them learn more about the opportunities available to their students, both academically and financially. FCA's college counselor works with students and families to identify and apply to compatible institutions, and to research and apply for scholarships. These services are part of Fall Creek's mission, and they extend beyond the student into the family.

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

c. School Demographics:

Describe your intended student population.

The Fall Creek Academy serves a population that reflects its neighborhood and the need for educational options in the area. It is expected that its future student population will mirror its current enrollment: 95% minority; 86% eligible for the free- or reduced-price lunch program; and 16% special needs.

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

Table 6c: Demographics of School

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	K-12	K-12	K-12	K-12	K-12
Total Number Of Students	400	475 (+19)	550 (+16%)	650 (+18%)	700 (+8%)
Student to Teacher Ratio					

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

Student scores on the Indiana Department of Education's Acuity test and the ISTEP+ standardized assessments are disaggregated by Fall Creek Academy's administration and faculty. A determination is then made as to the best application of *Core Knowledge* and individual academic needs in order to provide academic increases in the areas of English/Language Arts, Math, Science, and Social Studies. Once the *Core Knowledge Sequence* is implemented, this sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent repetitions and gaps.

Based on state implementation of Common Core Standards, FCA will test each child individually as those particular tests require, starting with Kindergarten and continuing through 3rd grade (with upper-grade assessment available if needed). The test is used to determine how a child is progressing relative to children of the same age and/or grade. The results are scored, shared with parents, and then used to help establish year-to-year trend lines. DIBELS will be the primary testing measure for English/Language Arts. The available exemplar texts from the IDOE, NWEA, and other measures given at the beginning of the academic year will be used consistently for accurate measure. Implementation of the *Core Knowledge Sequence* will be determined based on the needs assessment and readiness of each grade level.

Core Knowledge Sequence recognizes that what children are able to learn at any given moment depends on what they already know. Equally important, what they know is a function of previous experience and teaching. Current events and technology constantly change, but there is a body of lasting knowledge and skills that form the core of a strong preschool through 8th grade curriculum.

Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels.

Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation -- a core of knowledge.

Core Knowledge provides a clear outline of content to be learned grade by grade so that

knowledge, language, and skills build cumulatively from year to year. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills builds. Teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

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

The National Governors Association Center and the Council of Chief State School Officers (CCSSO) partnered on a state-led initiative to develop common standards for mathematics and English Language Arts. The terms "standards" and "curriculum" are often—and erroneously—used as synonyms for one another. Standards define what children should know and be able to do at the end of each grade. A curriculum specifically describes what children need to learn to meet those standards. <i>Common Core State Standards</i> leaves curriculum decisions to the states, but the message is clear and unambiguous: there must be a coherent, specific, and content-rich curriculum with successful implementation of the common core standards. The Board specifically adopted Core Knowledge because it forms the basis of the <i>Common Core State Standards</i> .	
<i>Goals</i>	<i>Objectives</i>
Students show at least one year of academic growth at the conclusion of each academic year.	The objective is to ensure students are at or above grade level within two years of attending Fall Creek Academy.
Student retention at Fall Creek Academy will exceed 70 percent per year.	The objective is to retain students so that learning can continue year to year uninterrupted and sequentially. In addition, high retention strengthens school culture.
Graduation rate will exceed 90%	The graduation rate at Fall Creek Academy in 2011 is 88%. Fall Creek Academy aims to have a graduation rate consistently above 90% for each subsequent year. The objective is to make sure students are indeed prepared to obtain a high quality, high demand and high paying job right out of college or to be able to continue in the pursuit of a two- or four-year university degree.
College-bound rate will exceed 90% each year.	Fall Creek Academy's objective is to prepare students to be able to obtain a

	high quality, high demand and high paying job right out of high school. Often times, this may indeed require continued studies at a two- or four-year university. We need our students accepted into a two- or four-year university to meet this goal.
College credits earned by high school students will exceed 12 college credits per graduate each year beginning in 2012. The ultimate goal is for students to graduate from high school with as many as 60 college credits.	The objective is to introduce our students to college and to make sure they are successful in college while they are attending our high school. This will make it more likely for students to continue on in a two- or four- year university setting upon graduating from Fall Creek Academy.
Math pass rates on ISTEP and ECA tests will exceed 80% beginning in 2012.	For students to realize their dreams of high-paying jobs and/or college, they must score well on math tests. Math test results determine placement at many of the nation's higher education institutions.
Pass rates on language arts ISTEP and ENG 10 tests will approach 70 percent in 2012 and continue to improve to reach 80% in 2013.	For students to realize their dreams of high-paying jobs and/or college, they must score well on language arts tests. Most tests have a written essay portion and it is critical for our students to have mastery of language arts.
33% of Fall Creek Academy Students will earn Core 40 Academic Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fall Creek Academy plans to support as many students to earn the minimum of 47 high school credits required to earn the Core 40 Academic Honors degree.
33% of Fall Creek Academy Students will earn Core 40 Technical Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fall Creek Academy plans to support as many students to earn their Core 40 Technical Honors diploma.
33% of Fall Creek Academy students will earn their Core 40 diploma	To prepare students to obtain a high-paying, high quality job and/or to go on to a two or four year higher education institution, this is a minimum requirement.

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

Fall Creek Academy students will demonstrate knowledge of people, events, ideas, and movements that contribute(d) in an attempt to prove overall understanding of the world. In addition, they will demonstrate abilities to obtain a high paying, high quality and high demand job and/or to enter into a two or four-year university upon graduating from Fall Creek Academy. Fall Creek Academy's educational program includes Core Knowledge

in grades K-8, Project Lead the Way in the middle and high school grades, and an “Early College” model in its high school. All three of these components contribute significantly to supporting the above stated goals and objectives as Core Knowledge is spiral in academic rigor, Project Lead the Way provides hands on project-based STEM programs that lead to high-paying, high quality and high demand jobs right out of high school and the “early college” program supports the school’s efforts to make sure students continue on in a higher educational institution upon their high school graduation.

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.

Indiana Kindergarteners began with the 2011-2012 academic year solely using Common Core Standards. The standards are being implemented through an academic timetable that ends in the 2014-2015 academic year with only Common Core Standards being taught in the 2016-2017 academic year. In order to develop professionally the FCA faculty and to allow for a smooth and consistent transition to the *Core Knowledge Sequence*, implementation will follow the Common Core Standards transition:

- 2012-2013: KG and 1st grade will begin CCS and *CK Sequence* in 2012-2013.
- 2013-2014: 2nd grade implementation
- 2014-2015: Full implementation in kindergarten through 8th grade

FCA’s 9th-12th grades will follow the Math and English/Language Arts and content literacy state implementation plan matched to the state’s End-of Course Assessments in Algebra I and English 10.

Core Knowledge and Common Core State Standard: Mathematics:

The standards document what students should know and be able to do at the end of each grade. They do not detail everything a student will need to learn in order achieve the standards. By contrast, the *Core Knowledge Sequence* provides grade-by-grade, coherently sequenced content and skill guidelines for the teaching and learning that must take place to meet the standards.

- The *Sequence* explicitly outlines important mathematical vocabulary, symbols, and tools assumed by the standards, but not defined as standards.
- The *Sequence* explicitly addresses content and skills that are merely implied in the standards.
- The *Sequence* includes some topics not explicitly addressed in the standards, including:
 - Ordinal Position

- Orientation in Time (calendar)
- Roman Numerals
- Temperature

Core Knowledge and Common Core State Standard: English Language Arts and Literacy in Social Studies and Science: Indiana has an expectation for a curriculum that is intentionally and coherently structured to develop rich content knowledge within and across grades as is supported by the Common core Standards.

By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts, the *Core Knowledge* curriculum has been providing an intentionally and coherently structured, content-rich, grade-by-grade curriculum for over twenty years.

Fall Creek Academy will use the content and skill guidelines to meet or exceed the Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science by:

- Enabling students to develop understanding of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts.
- Providing an integrated model of literacy that reflects the developmental nature of language and the interrelation of all facets of literacy — listening, speaking, reading, and writing.
- Addressing the foundational language arts skills, as well as the ability to infer, imply, reason, evaluate and synthesize information.
- Balancing fiction and nonfiction texts taught during the language arts block, so that by 4th grade, 50% of the texts students are reading are informational/explanatory texts and 50% are fiction—a key requirement of the Common Core State Standards.
- By providing on-going professional development in the area of literacy instruction:
 - o Structure of the 90 Minute Reading Block
 - o Use of Literacy Stations
 - o Guided Reading
 - o Fidelity to the Core Program (Treasures)
 - o 5 Key Components of Reading
 - o Data Meetings and Effective Use of Literacy Data (DRA, DIBELS)

o Tiered Literacy Instruction

The Project Lead the Way (PLTW) program is designed to serve students in 7th through 12th grades from diverse backgrounds who are more inspired by the application of STEM than they are by traditional math and science courses. PLTW classes are taught in school during the school day, and every PLTW instructor receives extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

Students will, through CKS, PLTW, and Common Core Standard implementation will be prepared to successfully complete the Indiana Core 40 diploma requirements.

The school has budgeted \$25,000 per year for the next five years to implement Core Knowledge and another \$25,000 per year for the next five years to implement Project Lead the Way.

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

This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills builds. Teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

Skills that are built in the classroom are moved to the application phase through Project Lead the Way Middle School/High School program and other programs specifically developed for the student application and therefore assessment. This is accomplished by identifying effective instructional strategies in writing and implementing the Writer's Workshop, by implementing strategies for improving problem-solving strategies in mathematics, and by adding a Science/Technology Lab to the special-area class schedule.

PLTW's comprehensive curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. Each course curricula represents a complete package, which allows the instructor to focus on teaching, student achievement, assessment, and professional development.

The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in any chosen field of study and, if pursued, establishes a proven path to college and career success in STEM related industries.

The school's implementation of "early college" follows the guidelines of the Middle College National Consortium and provides both the on campus and off campus experiences to students. Each of the college level classes Fall Creek Academy students are allowed to take fall within the Indiana College Transfer Library of courses and are accepted at all four year high education state institutions. Fall Creek Academy's "early college" program is one of a handful of Indiana schools to have been endorsed by the University of Indianapolis's Center for Leadership and Learning.

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

Researchers from John Hopkins University Center for the Social Organization of Schools began a series of studies in the late 1990's looking at Core Knowledge impact on schools. In the article entitled How Do We Know This Works? An Overview of Research on Core Knowledge (January 2004), the following provides information from the study that indicates the value of a Core Knowledge education.

The Johns Hopkins team found that the degree to which Core Knowledge was implemented was a significant predictor of student achievement gain. Researchers administered two subtests from the Comprehensive Test of Basic Skills, Fourth Edition (CTBS/4). They derived Normal Curve Equivalent Scores (NCEs) from the CTBS/4 Math Concepts and Applications subtest and the Reading Comprehension subtest. When low and high implementing sites were taken together, the effect of Core Knowledge on reading and math achievement was not statistically significant. However, when schools with moderate to high implementation were contrasted with low-implementing sites as controls, the results were more compelling. The Johns Hopkins statisticians reported that the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation—a very significant gain.

The researchers also created Core Knowledge Achievement Tests in science, language arts, and history and geography. Not surprisingly, students

in Core Knowledge schools did better on these tests than students in the “comparison” schools where Core Knowledge was not being taught. This might be seen as too obvious to deserve comment, but in fact these results are important for several reasons. For one thing, they show that students retained much of the Core Knowledge content they were taught, and were able to learn this information without losing ground on other academic indicators, like the CTBS/4 tests. Moreover, since the content taught in Core Knowledge schools is carefully chosen and designed to be cumulative, what students learned is predicted (by E. D. Hirsch, Jr.) to enhance students’ vocabulary, reading skill, and learning ability in later grades.

The Core Knowledge Achievement tests were given to all third and fifth graders in the study. Each test had 20 multiple-choice questions; the history and geography test also had one item requiring a written answer. Statistically significant, “educationally meaningful,” achievement gain was found in every subject for both cohorts tested—and once again the largest gains were posted by the most dedicated implementers when scores were analyzed according to the degree of implementation attained at each school, the data showed academic improvement was accelerated at sites that were implementing strongly. The researchers commented, “The correlation between level of implementation and effect size indicates that when schools implemented the Core Knowledge Sequence with greater reliability and consistency, students achieved improved scores on all tests. Considering only those schools in which the research staff observed Core Knowledge curriculum and instruction in more than 50 percent of classrooms, one sees marked increases in the effect size favoring Core Knowledge.” The study also analyzed the impact Core Knowledge has on student engagement.

Researchers made three preliminary observations:

First, 10 of 12 Core Knowledge schools were obtaining measures of student engagement in the “highly effective” range.

Second, the two schools with the highest mean student engagement ratings were also schools that had been deemed “highly implementing” and the two schools with the lowest engagement rating were the two schools rated as the lowest implementers.

Third, the data suggested that “students find Core content stimulating.” Researchers noted that this finding “would contradict any assertion that

students are 'turned off' in schools that strongly implement Core Knowledge.”

Through this series of studies, John Hopkins found consistent facts through the implementation of Core Knowledge. The following was determined:

For students, Core Knowledge does:

- Provide a broad base of knowledge and a rich vocabulary
- Motivate students to learn and create a strong desire to learn more
- Promote the knowledge necessary for higher learning

For the school, Core Knowledge does:

Promote the knowledge necessary for higher learning

- Provide an academic focus and encourage consistency in instruction
- Provide a plan for coherent, sequenced learning from grade to grade
- Promote a community of learners— adults and children
- Become an effective tool for lesson planning and communication among teachers and with parents
- Guide thoughtful purchases of school resources

Using national percentile ranks as the outcome variable, Fall Creek Academy’s performance data can be analyzed to achieve the following goals:

- Statistically analyze overall outcome trends over time
- Statistically analyze outcome trends for selected content areas over time
- Compare school performance based on the schools’ ethnic profiles
- Compare school performance based on the schools’ economic profile (as indicated by level of participation in the free and reduced-price lunch program)
- Compare school performance based on school size (as indicated by number of teachers in a school)

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

There are two types of assessment, formative and summative assessment. Formative assessment is the type of periodic progress monitoring that all teachers should create and conduct on a regular basis to monitor individual student progress. Good assessment starts with the identification of very specific objectives that delineate what students are

expected to learn and how they are expected to demonstrate mastery of that knowledge. Teachers will intentionally be provided professional development and collaborate on assessment suggestions and options for various grade-level topics. Additional guidance in creating assessments is also provided as part of our professional development.

Furthermore, K-6 teachers use the Developmental Reading Assessment (DRA), and K-3 teachers use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as universal screening and assessment tools to identify students with skill deficits, and to monitor the progress of all students throughout the school year.

The Acuity formative assessment from CTB allows teachers in 3rd through 8th grades and FCA's administration to diagnose, predict, report, communicate, and provide individual instruction. Acuity provides a view of the current levels of student achievement in the areas of reading, math, social studies, and science. Acuity data is utilized in guiding teaching and learning throughout the year.

In addition, our grade-level teachers and cohorts identify curricular three-week assessments to determine mastery of standards tied to the calendar in language arts and math. The results from these assessments drive instruction and give teachers data to create small groups for specific needs. Teacher-made tests, rubrics, and tests from instructional resources complete the assessment program.

Summative assessments are generally administered at the end of a quarter, semester or year to evaluate overall student retention and mastery of knowledge and skills.

Indiana's ISTEP+ summative assessment for 3rd through 8th grades provides an end-of-the-year exam based on Indiana Standards/Common Core Standards. The standards are being implemented through an academic timetable that ends in the 2014-2015 academic year with only Common Core Standards being taught in the 2016-2017 academic year. Already, Indiana's kindergarteners began the 2011-2012 school year by using only Common Core Standards.

8. Calendar and Daily Schedule

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

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.

Aligned with the Common Core Standards (CCS), *Core Knowledge Sequence (CKS)* allows for sequential learning from grades K-8. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong K-Grade 8 developmentally appropriate curriculum. Explicit identification of what children should learn at each grade level aligned with the CCS ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems. This sequential process allows for a formidable continuum of learning that, over the academic years, scaffolds itself to higher order thinking at the appropriate developmental levels. Through the *CKS* curriculum meets achievable high expectation levels for all children that are thanks to the cumulative, sequential way that knowledge and skills build. As the transition to *CKS* evolves, students are able to recognize how each academic year provides an additional layer of understanding; the faculty recognize the foundational components that allow for academic growth.

In developing a curriculum for grades 9–12, Fall Creek Academy is committed to approaches to meet the 9–12 state guidelines and Common Core Standards. These approaches include best practices in literacy throughout all content areas, Indiana state standards and CCS offer a starting point for determining which specific topics should be taught in each subject and grade. Educators who have an understanding of a specific curriculum such as *Core Knowledge Sequence* are able to add detail to their curriculum and flesh out vagueness within the state or CC standards. This process is enhanced at Fall Creek Academy with the implementation Project Lead the Way. With the entire faculty focused on the the 8 Step Process, pre- and post assessment that provides clear identification of knowledge base in order to move up through the scaffolding process, a clear instructional timeline that allows for student learning based on the professional knowledge of the faculty member, clear instructional focus, and recognition of students needing any remediation, students in grades 9-12 have the ability to move forward in their learning process obtaining mastery level. Standards-based topics for the high-school grades spiral back to topics that have been studied in less depth in earlier grades, much as

the *Core Knowledge* curriculum for the middle years recapitulates topics of study from the earliest years. The opportunity to offer cross-curricular learning is enhanced. For instance, the possibility of “themeing” each year of high school based from prior sequential learning and CCS; with faculty collaboration through cross-curriculum, content would be taught by way of appropriate literature, application to a science, application to the fine arts, and application to Social Studies and Math. Providing the relevant interdisciplinary opportunities students have the ability to capitalize on furthering critical and analytical thinking.

All high school students are assessed using the PSAT/COMPASS/SAT and ACT tests to identify college level readiness. To earn credits towards the Core 40 academic honors, technical honors and general diploma options, students work within Indiana’s diploma expectations at Fall Creek Academy. In addition, many students are able to take college courses earning dual credit for high school and college. It is the goal of Fall Creek Academy, that all high school students experience college level course work. To accomplish this, Fall Creek Academy has a strong partnership with Ivy Tech, Marian University and IUPUI partners with higher learning institutions. Students take college classes both at Fall Creek Academy and on campus at these partner schools. Students are taking college courses while wrapped with support from the high school instructional team. Partnering with higher level institutions provides a unique opportunity for students to experience success in college level programming, and works to motivate students to consider post high school educational opportunities that they may have thought impossible.

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

With the mission of Fall Creek Academy placing focus on engaged students and a clear, concise, and content-rich curriculum, students will have acquired the necessary knowledge, skills, understanding and dispositions that will show their mastery of Common Core Standards and skills to obtain a high paying, high demand and high quality job and/or to enter into high education upon graduation. An understanding and appreciation for the learning sequence and academic achievement will be validated through state required ISTEP assessment, NWEA or Acuity assessments, ACT, SAT, PSAT, COMPASS and college admissions as well as job offer letters. results showing incremental growth throughout the year. Through the Indiana growth model, Fall Creek Academy will monitor individual student growth and show mastery of CCS throughout each grade level at designated intervals.

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

The Core Knowledge program forms the basis of the Common Core Standards adopted by the state of Indiana. Core Knowledge CKS provides clear grade level alignment of the curriculum at each grade level. While tTeachers will implement the program at the classroom level, the principal, teacher coach, and curriculum director will be charge with ensuring lessons are indeed aligned with standards and are delivered in a timely manner for testing success. The school board's academic committee will monitor progress of the school and work closely with the principal and GEO Foundation support services to meet this expectation. be accountable for documenting CCS introduction, development, and mastery throughout the academic years. Students and parents alike will have a clear recognition of classroom teaching and learning.

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.

Fall Creek Academy adheres to the expectations of an academic program driven by Indiana State Academic Standards and the 8-Step Process for delivering and monitoring instruction and student learning. The implementation of the 8-Step Process to deliver instruction has been extremely successful in reaching all children, regardless of race or socio-economic status. The 8-Step Process was brought to us through the services of consultant, Patricia Davenport. The administrative team has been fully trained in the 8-Step Process. It involves the principles of total quality management, effective schools research, and an eight-step instructional process intended to close the gaps in student achievement and improve overall levels of achievement. The process involves eight steps including:

1. Disaggregation of Test Scores
2. Development of an Instructional Time Line and Calendar
3. Instructional Focus based on state standards delivered daily
4. Assessment (on-going and driving instruction)
5. Tutorials – based on the non-mastery or partial mastery of skills
6. Extensions and Enrichment for those students who master after initial instruction
7. Maintenance – Formal activities to ensure that students do not forget previously learned skills
8. Monitoring – by teachers and administrator including frequent administrative visits to classrooms to monitor instruction, provide support to the teacher and model to students that academic instruction is the most important thing going on at our school

Through this process, delivery and monitoring classroom instruction can be maximized for each student. Teaching strategies are responsible for ensuring mastery of CCS. As part of our process, grade level teams meet once a week as a Professional Learning Community many teams to plan for instruction, discuss assessment results, additional strategies are shared that will lead to students achievements. Discussions are also expected to provide other valuable information that will lead to success for each student. Each team also meets with the administrator a minimum of once every three weeks. At this time, teachers discuss students' level of mastery as reported on learning logs (reports of student progress based on township-developed assessments) and share ideas for instruction. Teachers have also been trained to use DRA and DIBELS as universal screening and assessment tools to identify students with skill deficits and to monitor their progress.

In this process, teachers identify and request assistance for students who are not responding to the core literacy and/or core math curriculum. We look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in core program – and then more intensive individualized instruction for any student in which tiers one and two were not successful.

In the area of literacy instruction in the K-6 program, Macmillan/McGraw-Hill Treasures Program is a scientifically research-based elementary reading curriculum. A new report by Dynamic Measurement Group (DMG) indicates that Macmillan/McGraw-Hill's Treasures ranks highly in the critical elements of a core reading program. DMG's report indicated that the Treasures program earned high ratings across all areas of study and, in most cases, received the highest possible score. The DMG report summary states, "Results of this comprehensive curriculum review indicate that Treasures is a carefully designed comprehensive reading program that supports the needs of all children learning to read (Macmillan/McGraw-Hill press release, April 2007)." An alignment matrix showing the Treasures program aligned to CKS and CCS will be compiled throughout the transition to the CKS curriculum.

This core literacy program offers recommendations for instruction made within a hierarchical system. The teacher selects from multiple activities to develop phonics, phonemic awareness, fluency, vocabulary, and comprehension to meet the needs of a particular class. This program also utilizes collections of literature, trade books, and leveled libraries. Macmillan/McGraw-Hill Treasures Program has been identified as meeting Reading First's criteria for research based materials and instruction (Manzo, 2004). This program will offer extensive teaching resources including technology, formal and informal assessment, and quality children's literature. It will also provide a

specifically designed intervention program tailored for students struggling in reading.

Teachers plan in teams, with each being scheduled a common planning time on a daily basis. This practice allows teachers the time to share successful strategies and encourages consistency. and allows for cross-curricular or interdisciplinary teaching. Assessments are discussed, remediation and enrichment groups are formed and strategies to meet the individual needs of each group are shared.

Technology

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

It is the goal of Fall Creek Academy teachers to use technology as a tool to enhance instruction and boost student achievement. Teachers use technology in planning lessons, instructing students, and offering opportunities for enrichment and remediation using higher-order thinking skills.

Because of the technology that is embedded in FCA, the faculty is able to collect important data by continually testing their students with Dibels, Reading 3D, and Math 3D. The data gleaned from those assessments help with both direct instruction and differentiated instruction in the classroom.

In addition, teachers can deliver content-rich material through social media outlets such as YouTube, TeacherTube, and Moodle.

Students benefit even outside of the classroom, because learning is now virtual and accessible from home, which extends the learning day to at home.

The GEO Foundation supports the school's efforts to use technology efficiently and effectively by providing a technology support team both in the areas of hardware as well as software. Teachers are provided continued professional development throughout the year on the use of various education software systems as well as web-based testing and curricula. Technology. technology coordinator to lead this process, clarify roles and collective commitments. Another expectation of the coordinator would be to ensure on going job embedded professional development for technology instructional strategies for teachers. Providing the connections and clarity for teachers to utilize in the classroom and elsewhere allows for a more enhanced and engaging curriculum.

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

Teacher and student computers in the classrooms and computer lab give access to Microsoft Office (Word, Excel, PowerPoint, and Microsoft Publisher), allowing students to learn computing skills that are crucial to many academic and career avenues.

Data Projectors, laptop computers, document cameras, android tablets, and mini netbooks are a few of the tools available to teachers to use in their classrooms for instruction. All mobile media is connect to a wireless network for connectivity to the Internet.

Programs such as Discover Education, Smart Slate Tablets, DIBELS Next, ReadingAtoZ, Plato, and Achieve3000 provide teachers with tools that help enhance and differentiate instruction.

Instructional resources and research materials are available via the Internet and subscriptions including Discovery Streaming.

All teacher computers are connected to the Internet and a data projector. Every teacher has a Smart Slate Tablet that turns their screen into a Smart Whiteboard allowing students and teachers to interact with digital content from anywhere in the room.

Each classroom is equipped with networked student computers, and one networked teacher computer.

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

Various technologies are used to communicate with parents regarding student progress. Strong communication is fundamental to this partnership and to building a sense of community between home and school. The Fall Creek Academy website is used to convey a broad range of school information. Students often become involved with both the technology and the content of the Web site and may work together with teachers to enhance the classroom pages to include student work and activities.

A homework website can start with a simple format providing basic information to parents and students, and gradually increase in sophistication to create electronic assignment logs and individualized homework modifications for students, incorporating appropriate password protection. In addition, teachers and parents are able to communicate via e-mail and FCA's phone system, which includes a voicemail component. Phones in each classroom permit teachers a flexible opportunity to contact

parents from their classrooms. Use of voicemail to augment phone communication has been specifically explored to enhance communication opportunities with parents. The schools uses Connect Ed to A recorded message will provide updates on homework assignments, classroom highlights, school highlights and also invited parents and children to respond with a message of their own.

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

Erate (non-cash).....	\$150,000
Staff (Business Services Contract)	\$40,000
Hardware (offset by Erate)	\$20,000
Software (offset by Erate)	\$20,000
Internet/Phone	\$20,000
Total: \$250,000	

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).

Student evaluation allows the academic process at Fall Creek Academy to be data informed and data driven. Fall Creek Academy will utilize elements of Effective Schools research, total quality management principles and an eight-step continuous improvement model allowing for data driven decision-making and collaboration between teachers to improve academic achievement for all students. The eight-step process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement.

The eight-step process will allow teachers:

- To increase student achievement as reflected by the Indiana state assessment instrument.
- To close the gap in student achievement scores between student groups.
- The staff will meet regularly to review data and progress of each student and make adjustments accordingly.
- Students needing additional time and tutoring will be provided this tutoring via the school's extended day program supported by the GEO Foundation and the 21st Century Learning Center grant.

- 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).

Students with special needs will be identified initially through the RTI process, with support from staff who are specially trained to provide intervention resources, and referred to Special Education as they reach Tier III of that process. Students who have enrolled with an existing IEP in place, will be reviewed in a Move In Case Conference within two weeks of enrolling to determine whether changes will need to be made to the existing IEP or whether it will be accepted as it reads. This is all according to Federal and Indiana law/guidelines/procedures.

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

Because FCA is an established school, the most relevant statistics would be for its current enrolled special-education population:

IEP	#
Autism	3
Communication	2
ED	7
MIMH	4
OHI	6
Speech	18
TBI	2

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

The following shows the comparison of ISTEP+ and the ECAs for special populations in Fall Creek and the IPS district:

SCHOOL	Fall Creek Academy	IPS DISTRICT
ISTEP/ECA		
ISTEP - Sp Ed	22%	21%
ISTEP - ELL	52%	36%
ECA - SP ED**	67%	9%
ECA - ELL**	65%	17%

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

As an established school, FCA has a close relationship with its special-learners population, learning from experience.

12. Serving Special Populations

Identifying and Serving Special Needs

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

- Special education teachers will have planning time to allow for co-planning with general education teachers, ensuring that IEP's are implemented fully with accommodations and modifications in place, that goals are commonly addressed by both general ed. and special ed., and that differentiated instruction is the norm.
- Instructional materials and technology for special needs students will be provided through the school's special education funding, grants and general education budget, shared resources among schools, and accessing local providers such as Easterseals Crossroads, The Dawn Project, etc. as needed.
- Professional development will be provided to all staff to address the requirements of varied learning needs throughout the school population, for special education teachers in the area of specialized instruction and programs, and in additional areas as needed.
- Staff for Special Education will be hired through a rigorous process of application, interview, and background checks and will be required to meet state licensing requirement. Staff will be hired, trained and monitored by a Director of Special

Education, to ensure on-going quality control.

- Consulting staff will be contracted with as required for specialized needs and services. This includes, but is not limited to: speech/language therapy, OT/PT, school psychologists, counseling, etc., using the multitude of available resources in the Indianapolis area. This contracted work will be closely monitored for quality of service, and will be assigned as required by the student IEP's (Individualized Educational Plans), based on Case Conference Committee decisions.
- Total Budget of \$191,000 will be funded through both Federal and State dollars. Federal (IDEA Part B) will fund Related Services such as Speech and Occupational Therapy, Administration. State funds will support the teaching staff salary and benefits.

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

b. Supplemental instructional design: The school will meet the needs of a wide-range of student abilities by conducting regular evaluations and researched-based assessments to determine the level of need in a particular area. Updating information regularly and tracking student success will be an integral part of the school's model for data-driven instruction and conducted by general and special educators alike. The school will offer a continuum of services for all learners and focus on supplemental instruction for students, to meet a wide range of academic and behavioral challenges in school.

- The special education staff and school administration will provide general education teachers with training to learn new strategies for supporting students with exceptionalities in the general education setting and to prepare all team members with the knowledge necessary to provide high quality instruction to all learners. The special ed. teachers will work with general ed. teachers to ensure that students are receiving the support they need with small, flexible classroom groups when needed, materials appropriate for their needs, targeted assessments that ensure targeted teaching techniques.
- The school will ensure adequate time for co-planning/data analysis among special education staff and general educators to ensure the unique needs of each student are being met, and the strengths of individual teachers are shared across content areas. Weekly team meetings will include special ed. staff. Data gathered by classroom teachers and by special education teachers will be exchanged regularly, to update the staff on individual student growth, as well as to provide a model for tracking students that may benefit from the RTI process. Classroom teachers with Special Educators will always jointly participate in both RTI Tier meetings and

Special Education Case Conferences.

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

According to the overwhelming majority of the latest research regarding best delivery practices for special education, emphasis is now being placed on effectiveness of services, rather than access to the proper supports. Students working to obtain a diploma (rather than a certificate of achievement/completion) benefit from time spent in the general education setting. Historically, schools have utilized a primarily "pull-out" model of support, in which students with exceptional needs receive instructional support and remediation in an alternative setting.

The model the new school will follow, an Inclusion Model, is based on the most recent updates in special education practices, suggesting that support given in the general education setting is superior in results for students' learning and development. Supporting general education classrooms with special education staff provides students with the opportunity to fully engage in the material, be integrated into important classroom discussions and information, stay current with classroom progress toward state standards; it also creates a classroom environment of acceptance and understanding for all learners.

A resource room will be established to help support students in a separate environment, when necessary, so that accommodations can be delivered appropriately (i.e., small group testing, reader services, scribing, etc.). Having supports both in the general education setting and providing an additional location for service delivery is necessary in order to provide exemplary support for the wide variety of student needs within a school.

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

All progress monitoring will be conducted regularly to update the case conference committee and school personnel regarding student growth. All assessments and tools used to measure progress will be researched-based in order to ensure that the data being given is accurate and has been thoroughly tested to ensure quality of the results. Goals will be tracked regularly and reports on progress will be sent home after each grading period (nine academic weeks) to demonstrate growth that was made. These tools and assessments will be administered in either the general education or special education resource room, based on the needs of the student and what is most appropriate for getting an accurate result.

- 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.

As special education practices have evolved over the last few decades, the importance of monitoring and re-evaluating the processes being used to support students is essential. The special education staff will be responsible for implementing the programs in place, however the school staff will reflect on the practices being used to support students with exceptional needs to determine necessary adjustments and changes that will improve conditions within the special education department. Staff will be given opportunities to speak openly about special education procedures and communicate concerns and ideas for improvements. The school will subscribe to the Council for Exceptional Children (on behalf of the staff) to provide quality materials for staff to access as they stay current on the most recent studies and best practices related to serving students with special needs. Weekly team meetings will provide structured time for regular communication related to the procedures and policies of the special education department. And, student progress will be monitored for all students, with expectations that students will demonstrate significant growth, regardless of their special needs.

- 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.

Fall Creek Academy has a building-wide model for Positive Behavior Supports (at Fall Creek Academy we call this the TRACKS program). **Information about the model itself and specifics about implementation can be found below.** Teachers are to design their own management plans for the classroom, **but it is expected that these include the TRACKS program.** They are supported and encouraged to work through problems and routine disputes within the classroom and with their team members. Once their plans have been designed, administrators need copies to better support the teacher in interactions with students and parents. **(All individual classroom behavior**

management plans must be turned in to the principal by the end of the first week of school).

Teachers are expected to let the students and parents know what the behavioral expectations are and the consequences if they are not followed. Administrators will review the Fall Creek Academy Student and Parent Handbook in the first two weeks of school with all students and those booklets will be sent home with the expectation that parents review the information and return a signed sheet that a review was done. Teachers will document that a review of the handbook was done in their plans. This information is sometimes needed at a later date for documentation of “informing students of their rights and responsibilities”.

Disciplinary action should neither be humiliating nor demeaning. Respect is paramount! To be effective, discipline must be consistent, fair, firm, and fitting for the situation.

Discussion of student problems should not be a topic of general discussion in the hallways or the teachers’ lounge. This tends to stereotype a particular student for teachers and is unprofessional. Please remember – the word “discipline” derives from the word “disciple”. We want our students to “follow our positive lead”, not be humiliated into conformity.

DISCIPLINE REFERRALS/MIS SHEETS: Formal discipline referrals should only be used for major disruptions, habitual problems, or when student does something that could hurt another person or himself. Teachers are asked to complete a discipline referral to document the incident for student records. A discipline referral for habitual problems should only be issued when the student has faced all other consequences as listed in the classroom discipline plan, including consistent and documented parent contact.

A MIS (Minor Infraction Sheet) should be sent with any student coming to the office for a time out. These are used when all other classroom discipline has been exhausted and the student needs a phone call home, a talk with an administrator, or an office timeout. These sheets serve as a hall pass, and documentation of the disciplinary action. **As such, they MUST be filled out.** A student may be returned to class immediately if they report to the office without an MIS sheet.

Please remember that once a student is sent to the office for discipline, it becomes the decision of the administrator what will happen next. As we respect what you choose in the classroom for behavioral interventions, it is important that teachers also respect decisions concerning interventions coming from the office. Of course, teacher input is

extremely important to our decisions, but sometimes we may have to respectfully “agree to disagree” on the final outcome. By Indiana Statute only administrators can suspend a student from school.

CLASSROOM MANAGEMENT: Effective classroom management is critical to the teaching/learning process. Most discipline issues can be resolved when a teacher has effective management skills. The best plan possible will not be effective if a teacher does not put the time and effort into establishing relationships with his/her students. In most cases, when students believe that you really care about them and are willing to listen to them, they will not want to disappoint you. Once relationships are established, then a consistent plan combining recognition for appropriate behavior (in some cases, rewards) and consequences for inappropriate behavior will work with the majority of your students. For that 3-5 percent that may not respond to the general classroom plan, individual plans may be necessary.

Administrators and the RTI process are always available to help with the creation of individual plans.

FIVE SIGN: At Fall Creek Academy, we have a universal signal for students to get quiet. Adults raise their hand (not their voices) and request that students “give them five”. This is a simple visual prompt that indicates “undivided attention is required” at that time. Students respond well when the teacher has trained them appropriately. Students are directed to watch for the signal and when anyone sees an adult requesting “five”, then he/she raises his/her hand in response to seeing the teacher’s signal and becomes a model for others. Soon all students will respond and the room will be quiet.

TRACKS SYSTEM

SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS:

Respect
Teamwork
Accountability
Courage
Kindness
Safety

School-Wide Positive Behavior Support is a set of strategies and systems to increase the

capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

Clearly defined outcomes

Research-validated practices

Supportive administrative systems

Use of information for problem solving

Increasing positive interactions between staff and students

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
 - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

SCHOOL GOAL: Students at Fall Creek Academy Elementary will demonstrate TRACKS traits throughout the school day by following the four behavioral expectations.

Fall Creek Academy Behavioral Expectations:

T	Teamwork
R	Respect
A	Accountability
C	Courage
K	Kindness
S	Safety

TEACHER & STAFF RESPONSIBILITIES:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the TRACKS expectations.
- Individual classroom management plans will incorporate the TRACKS components into their everyday language.

ACKNOWLEDGMENT SYSTEM:

- The acknowledgement system is a feature of the TRACKS behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate TRACKS behavioral expectations. This program works in conjunction with school-wide and classroom goals.

SPECIFIC VERBAL FEEDBACK:

- When you observe students practicing, safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
 - “You were a team player in the way you held the door open for your classmates.”
 - “Thank you for being accountable for your actions by walking with your hands and feet to your side and your eyes front.”

“TRACKS BUCK”:

- Each student has the ability to earn a TRACKS Buck daily. If a student displays appropriate behavior in conjunction with the teachers classroom management plan.
- Students can earn additional TRACKS Bucks by displaying TRACKS behaviors. Students can be acknowledged by all any adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

TRACKS REWARD SYSTEM / PRIZES:

- A TRACKS “shop” will be set up for students to purchase prizes with their TRACKS Bucks. Students will have time to purchase prizes during various time throughout the year
- Grade levels may opt to organize their own monthly celebration to recognize “On Track” students.

MONTHLY “ON TRACK STUDENTS”:

- One to four students from each grade level will be recognized each month as On Track Students of the Month. On Track Students will be recognized with in a certificate and having their name on a recognition wall in the school.

QUARTERLY CELEBRATIONS:

- 4 celebrations will be held throughout the school year. Students will use “TRACKS BUCKS” to purchase “extras” (activities, prizes, food) at the celebration.

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

A major part of the Positive Behavior Supports model is utilizing data collected over time on all areas of behavior. As an established school, FCA has been collecting behavioral data for years. The "TRACKS" system is a step forward for the school, instituted in 2011, in response to the school's experience in dealing with its student population since 2002. The administrative team has had professional development in Positive Behavioral Supports (http://www.pbis.org/school/what_is_swpbs.aspx) (<http://www.modelprogram.com/DistrictWidePBS.html>). This is a well researched and established process for allowing schools to identify, adapt, and sustain effective school-wide disciplinary practices.

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

Fall Creek's mission is to ensure all students grow in character, academics, life skills, the arts, and wellness. The TRACKS system directly supports every students' character development. Each of the elements of TRACKS support the learning of fundamental life skills. Further, a student's wellness is supported by allowing them to have skills in managing life situations and social growth. Indirectly, TRACKS supports the mission of student growth in academics and the arts by ensuring an orderly educational atmosphere. TRACKS is a part of our instructional design. Each element is a part of every classroom's common language. When students need to work cooperatively, teamwork and respect are discussed. Students must be accountable for their learning, and they are able to track their own progress using the same data for indicating mastery that our teachers use to guide instruction. Students are asked to continually push the limits of their abilities which requires the courage to make mistakes and learn from them. A kind and safe classroom ensures an orderly environment allowing for all students to learn.

14. Professional Development Staff Experience and Expertise

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

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

Fall Creek Administration consists of a Principal and Assistant Principal with a combined 35+ years of experience in education. There are 32 certified teachers and staff members at FCA. Four of them have 15 years or more experience, five between 5 and 10, and the remaining staff have 0-2 years of experience.

17 teachers have had 1 or more years of experience in working with urban students and

students in a lower socio-economic level.

Administration and teacher leaders have been trained in the 8-step process. As this process is fully implemented over the next three years, these staff members will be responsible for supporting professional development in this area for all other staff. Our academic program is driven by the Common Core Academic Standards and the 8-Step Process for delivering and monitoring instruction and student learning.

In addition to the teacher-mentoring program offered by our partnerships with Teach for America, Woodrow Wilson Fellowship, and the Indianapolis Teaching Fellows, Fall Creek Academy provides a teacher-mentoring program designed to support new and veteran teachers in meeting the needs of all students. Literacy and Math Coaches provide mentoring and on-going professional development. These staff members mentor all teachers by:

- Modeling lessons
- Observing and coaching teachers on the use of modeled lessons
- Observing and coaching teachers on instruction of the core literacy and math programs
- Guiding data interpretation
- Identify and share professional development resources
- Individual coaching for teachers struggling with new instructional concepts and practices
- Group coaching for grade level teams on new instructional concepts and practices
- Provide staff development in the area of English / Language Arts and Math

Further, Fall Creek Academy utilizes its three special-education resource teachers, school psychologist, occupational therapist, and speech pathologist to provide a similar coaching model in the area of instruction of students with disabilities. Specifically these staff members provide the on-going professional development and teacher-mentoring by:

- Modeling lessons and the differentiation of lessons to meet the individual needs of students
- Observing and coaching teachers on the use of modeled lessons
- Observing and coaching teachers on instruction of the core literacy program and the differentiation of this program to meet the individual needs of students
- Guiding data interpretation and helping ensure a three tiered process for remediation of students struggling in the area of English / Language Arts
- Identifying and sharing professional development resources

- Individual coaching for teachers struggling with new instructional concepts and practices
- Group coaching for grade level teams on new instructional concepts and practices
- Staff development in the area of differentiation and the three tier instructional model

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled “Think Tanks”, and will be developed to research and propose policy or practice change in specific areas of our school program.

Professional Development Plan

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

VI. SCHOOL IMPROVEMENT GOAL ACTION PLAN					
Goal 1: 100% of students in grades K-8, including students with an IEP, will be provided access to a core literacy academic program resulting in 3rd - 8th Grade ISTEP+ scores in English/Language Arts being improved to and/or maintained at the 80% passing rate (and improved to a 70% passing rate for students with disabilities) during the three year period of this plan.					
Intervention/ Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementatio n
100% of teachers will be provided opportunities for professional development in the area of tiered literacy instruction for students with disabilities.	- MacMillan Treasures - Response to Intervention - Best use of Resource Staff - Research best practice/strategies in working with spec. ed. students.	School Admin., Cohort Teams, Resource Teachers	Title 1 Funding and Prof. Development Funds	2011-2012	Documentation of teacher participation in professional development in the areas of literacy education and improved test results for students with disabilities.
100% of K-6 teachers will be provided the opportunity for professional development in the use of literacy stations for improved and differentiated literacy instruction to meet the needs of all students.	- Book Studies - Debbie Diller: "Literacy Work Stations: Making Centers Work"; "Launching Literacy Stations: Mini-Lessons for Managing and Sustaining Independent Work K-3"; "Practice With Purpose: Literacy Work Stations for Grades 3-6"	School Admin., Title 1, Cohort Teams	SIP Grant and Title 1 Funding	Continuous professional development : 2011-2014	Documentation of teacher participation in professional development and improved test results for all students including those students with disabilities.
100% of K-6 teachers will participate in continuing professional	MacMillan Reading	School Admin., MacMillan Trainers	Title 1 Funding, SIP Grant, and General Funds	2011-2013	Monitor the ongoing professional development via

development for the use of a core literacy Program to support the five key components of reading.					documented professional development sessions, process checks with individual staff and cohort teams. • DRA / DIBELS Data to monitor student response to intervention.
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance literacy instruction.	• Discover y Streaming • Netbook s • Internet Resources • DIBELS • other	Director of Instructional Technology	Title 1 Funding	Continuous professional development : 2011-2014	Monitor the on going professional development via documented professional development sessions, process checks with individual staff and cohort teams.
100% of K-8 teachers will have access to ongoing professional development in the: • Structure of the 90 Minute • Reading Block • Use of Literacy Stations • Guided Reading • The Core Program • 5 Key Components of Reading • Data Meetings and Effective Use of Data • Tiered Instruction	• 8 Step Process • DIBELS / M-Class • AYS After-School Program	School Admin.	Title 1 Funding	Continuous Professional Development: 2011-2014	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations • Learning Log Data to monitor student progress.
• Committ ee identifies	• 6+1 Writing Traits	Cohort Teams,	Professional Dev. Funds	2012-2014	• Process checks and

effective instructional strategies to enhance the implementation of a uniform Writing Process. 100% of teachers will have the opportunity to participate in P.D. in this area.	• <u>Teaching the Qualities of Writing</u> by Ralph Fletche • Lucy Caulkins Writing • Other Writing Programs as defined by the committee	Admin.			coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations • On Track meeting discussions
VII. SCHOOL IMPROVEMENT GOAL ACTION PLAN					
Goal 2: The 3rd-8th Grade ISTEP+ scores in Math will be maintained or improved to the 85% passing rate and 90% of students taking the Algebra 1 ECA will pass on the first attempt during the three year period of this plan.					
Intervention/ Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible ?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
A committee and/or cohort teams will work to develop a universal language for math vocabulary and instruction for use by 100% of teachers.	• Connections Math • Math Word Wall • Read It, Solve It	Cohort Teams, Admin.	None Needed	2013-2014 School Yr.	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance math instruction.	• COWs • SmartBoards • Internet Resources • Math Mania • PLATO	Building Admin., Literacy Coach, Instructional Technology Coordinator	SIP Grant, Professional Dev. Funds	Continuous professional development: 2012-2014	Monitor the on-going professional development via documented professional development sessions, process checks with individual staff and cohort teams.

A committee will research best practice and teaching strategies for improving student problem solving ability and higher order thinking. 100% of teachers will be provided the opportunity for professional development in this area.	• TBD by Research • Math Coach • Development of a Common Language	Cohort Teams, Admin.	None Needed	2012-2013 School Yr.	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions
Teachers will research, identify and implement a math assessment program.	• M-Class • Acuity • Problem Based Software • Math in a Minute	Cohort Teams, Admin.	SIP Grant and State Funding	2012-2013 School Yr.	Documentation of the identification and implementation process of the program.

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

See “a” above.

c. Explain the system for ongoing staff development.

See “a” above.

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

See “a” above.

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

See “a” above.

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.

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, dance, and visual arts. The fitness program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge. Fall Creek Academy is an IHSA school and requires its athletes to follow IHSA eligibility. This emphasis on academics has resulted in FCA athletes have the highest average GPAs of all athletes in Indiana.

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

FCA students who participate in extra-curricular activities are not charged a fee. Support for FCA's clubs, sports, and events comes from the school's Extra-Curricular Fund, which is funded by admissions, concessions, and school-level fund-raising.

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

Every sport offered at FCA is either coed, or has a matching team for each gender.

16. Transition Plan

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

Each year the school will:

- Make the planning, implementation, and evaluation of transition activities an annual focus, beginning in the intermediate grades of the elementary school.
- Begin in 6th grade to create an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school and high school.
- Encourage collaboration between elementary and middle-school teachers, and between middle- and high-school teachers.
- Provide comprehensive orientation programs for teachers, students and families at the 6th grade level and 8th grade levels ensuring all stakeholders understand the intricacies of the next level of education including: scheduling, course and curricular time-lines, graduation requirements for varying diploma tracks,

opportunities for extra-curricular activities, and school climate and cultural expectations.

- School staff will conduct surveys and review research on best practice to become knowledgeable about the needs and concerns of young adolescents in transition. Further, this will support teachers' efforts to address students' social, developmental, and academic needs.
- Creating a climate that values and supports effective home/school communications.
- Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education. Regular transitional parent meetings and conferences will occur.
- Provide counseling for students at both the elementary and middle levels to address transition concerns and assure students of the availability of ongoing support.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. These will support students in developing personal educational goals and a deep understanding of the schedules and school programming that they will need to participate in to reach their personal goals.
- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

Parents should:

- Provide young children with manageable tasks that will help them develop organizational skills and responsibility.
- Encourage children to try new things and to regard failure as a necessary part of learning and growing.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures and the availability of counseling.
- Attend school functions and stay involved in children's schooling.
- Support children in their efforts to become independent.
- Maintain strong family connections with young adolescents.
- Be alert to signs of depression or anxiety in their children and seek help

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

Fall Creek Academy provides a small school environment. This currently allows for collaboration between all levels of teachers and students. As the school continues to increase in enrollment, and as the school move towards a two-campus program, all stakeholders will need to identify transitional challenges in supporting students who are moving from the elementary (K-6) campus to the (7-12) middle and high school campus. This 6th grade to 7th grade transition will require a more rigorous program of support for students, parents, and teachers.

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.

Beyond the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences, Fall Creek Academy continually monitors student performance through portfolios, electronic grade books, and computer assessment. Fall Creek Academy has also recently adopted the ArkNet parent portal. As the 2011-2012 academic year progresses, there will be ongoing parent training opportunities for our families to learn how to check their student’s progress online at anytime through this program.

The school community will respond to any need deemed urgent and will enlist the assistance of families to address needs related to academics; social and character issues; health, safety, and welfare issues; and school environment. The school community, student and family will develop an individual Corrective Action Plan and measure the student’s progress in meeting the stated goals of the plan.

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

On a school-wide basis, the Fall Creek Academy’s School Improvement Committee monitors the school’s plan and achievement goals. This committee consists of the Board of Directors, principal, teachers, community members, **and parents** to annually analyze all performance data for the school. The committee examines the following:

1. Information about how the school’s curriculum supports the achievement of

Indiana state standards;

2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate; and
9. Percentage of students meeting academic standards in all areas.

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

As stated earlier, the Fall Creek Academy employs the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences as well as a parent portal called ArkNet that allows families the ability to check their student's progress online at anytime. All of these planning and feedback activities keep parents engaged in their students' academic success and when coupled with Corrective Action Plans, allows them to participate in the process.

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

The GEO Foundation hosts a monthly White Linen Lunch where community members are exposed to successful students from Fall Creek Academy, learn about the school, and are encouraged to get involved in the school community. Annually, nearly 600 community members participate in these functions.

In addition, the school is engaged with the Near North Development Organization, the Mapleton-Fall Creek Neighborhood Association, and the Mid-North Development Corporation. All three groups distribute school messages to local neighborhoods through their communications network and do cooperative projects with FCA such as the Near North Day of Service.

The Indianapolis Neighborhood Housing Partnership, 5/3 Bank, and IU Health have also interacted with the school in similar ways.

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

Fall Creek Academy parents are encouraged to volunteer at least 10 hours per school year in support of the school. Spending time in the building is probably the best method for influencing the school community. Beyond this service, parents are encouraged to participate in the School Improvement Committee and attend the regular meetings of the Board of Directors.

Parents are also encouraged to fill out the annual family survey, to which the management pays close attention.

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.

Fall Creek Academy will receive support for an after school tutoring program for the 2012-13 and 2013-14 school years from the GEO Foundation. The GEO Foundation has received a 4-year 21st Century Community Learning Center grant and is using it to support after school tutoring at Fall Creek Academy. This allows for an additional 12 hours of after school tutoring and enrichment at the school as well as provides for additional transportation options to the students.

Fall Creek Academy also enjoys a partnership with Ivy Tech Community College as it is situated right across the street from the school. High school students take college level classes on the Ivy Tech campus as well as on Fall Creek's campus, depending on their age and maturity. Fall Creek Academy pays for the tuition and textbooks for the high school students and provides staff support to ensure students are successful in their college classes.

Fall Creek Academy also enjoys partnerships with College Summit and Teach for America. The partnership with College Summit is paid for via GEO's 21st Century Community Learning Center grant and allows the school to work with students on all things related to college including financial aid applications, college tours, testing plans and administration, and actual college applications. Teach For America provides the school access to highly qualified teachers who make a two year commitment to teach at the school in areas of high need including special ed, math, language arts and science. Fall Creek Academy has enjoyed its partnership with TFA since they came to

Indianapolis. TFA has a successful recruiting program that engages graduates from some of the nation's best schools to teach in urban schools for two years. While the TFA corp members teach in the schools, they receive professional development on a weekly basis and earn their master's degree.

GEO Foundation provides administrative and academic support, too. The line items for this support is specified in the budget in two areas—academic and administrative support. The academic support is specifically to assist the board in their understanding of test scores, compliance issues, growth and academic strategies. This assists the boards in their ability to guide the school. The administrative support is in the area of state and federal compliance reporting, accounting, legal, special education support, marketing, technology and HR. These services are provided to Fall Creek Academy at a below market rate on an annual basis.

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

The purpose of these partnerships is to benefit the students. GEO's support for the after school tutoring program provides additional time for students to learn and master the skills and lessons required to graduate from high school and pass the state's standardized tests as well as SAT and other requirements. The partnership with Ivy Tech allows Fall Creek to reach its promise of college acceptance and completion to all students by providing not only the textbooks and tuition, but the staff support necessary for students to be successful in college. Without this partnership, the school's slogan "All Roads Lead to College" would be an empty promise. And finally, the partnership and support provided by GEO Foundation in the area of academic guidance for the board and administrative support for the school saves the school thousands of dollars each year that can be redirected into the classroom.

GEO's board is wiser and more educated as a result of GEO's unabashed focus on results and completely transparent way of managing the schools. The board is provided all information regarding the schools by GEO Foundation's management including all good, bad and ugly information. By being completely transparent about the challenges and successes, GEO believes the board is better prepared to address school improvement needs. The administrative support provided by GEO Foundation saves the school staffing costs as well as provides the school the benefit of huge economies of scale purchases in the area of special education guidance and compliance, legal issues, state and federal compliance reporting, health insurance, payroll, accounting and technology. It is estimated that the school received more than \$500,000 worth of services and support in 2010-11 in exchange for a service fee of half that amount.

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.

As part of the integrated charity network, the Board will utilize the experienced staff of GEO Foundation as its Academic Partner to work with the Principal (School Leader) to maximize the academic performance of the school. The Academic Partner will help the Board understand and focus on key factors such as ISTEP and Acuity performance, graduation rates, academic programming, AYP, PL 221, and other important issues.

The Staff will be hired and managed by the Principal (School Leader).

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.

With nearly 10 years of experience in serving charter school and students, GEO Foundation fully understands the myriad of details, issues, pitfalls, and acc

As part of the integrated charity network, the Board will utilize the experienced staff of GEO Foundation as its Academic Partner to work with the Principal (School Leader) to maximize the Academic performance of the School. The Academic Partner will help the Board understand and focus on key factors such as ISTEP and Acuity performance, graduation rates, academic programming, AYP, PL 221 and other important issues.

The staff will be hired and managed by the Principal (School Leader), all of whom remain employees of the school.

PL221 Performance of GEO Schools Over Time

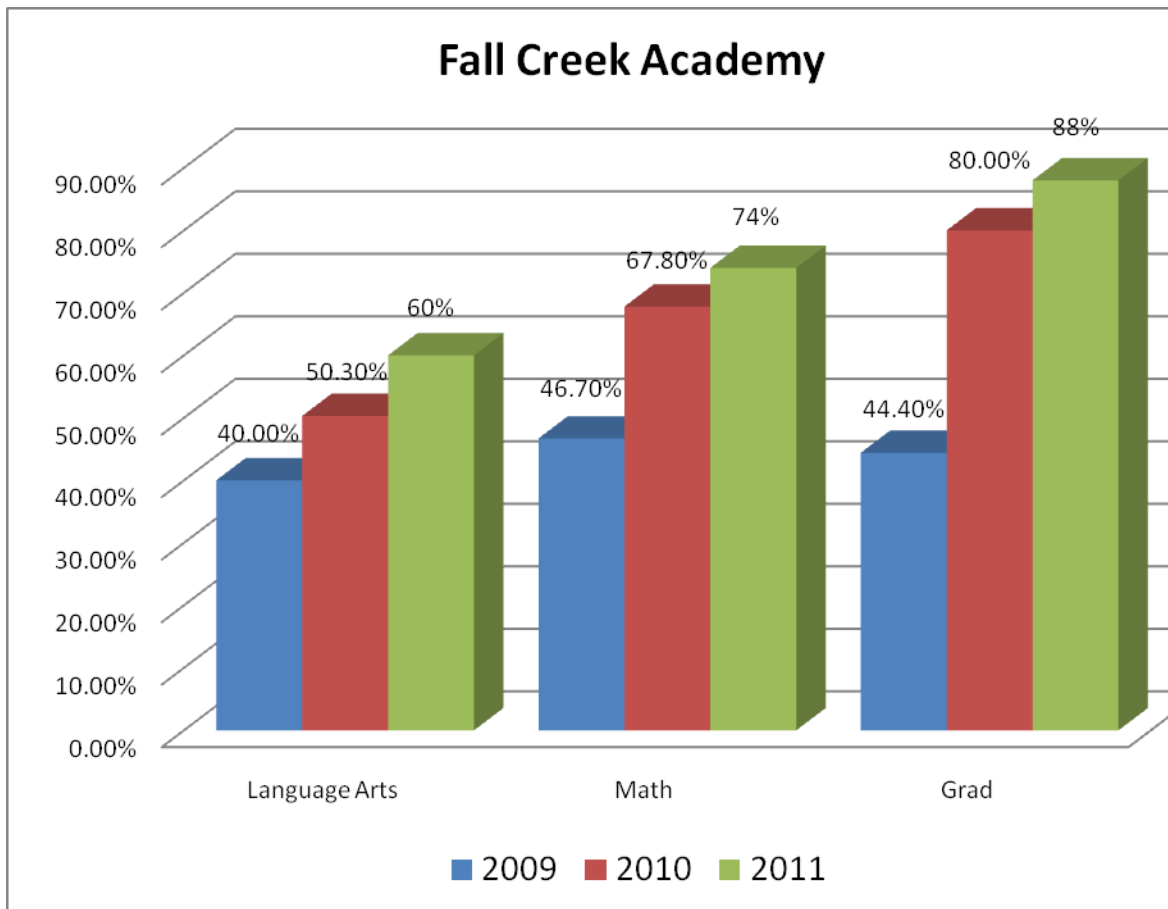
The Indiana GEO Academy schools have consistently demonstrated improvement over time.

The 21st Century Charter School @ Gary is Lake County's only "A" charter school in 2011. 21st Century Charter School @ Gary has placed 4th in 2008, 1st in 2010, and 2nd in 2011 among all charter schools in the state when measured for PL221's

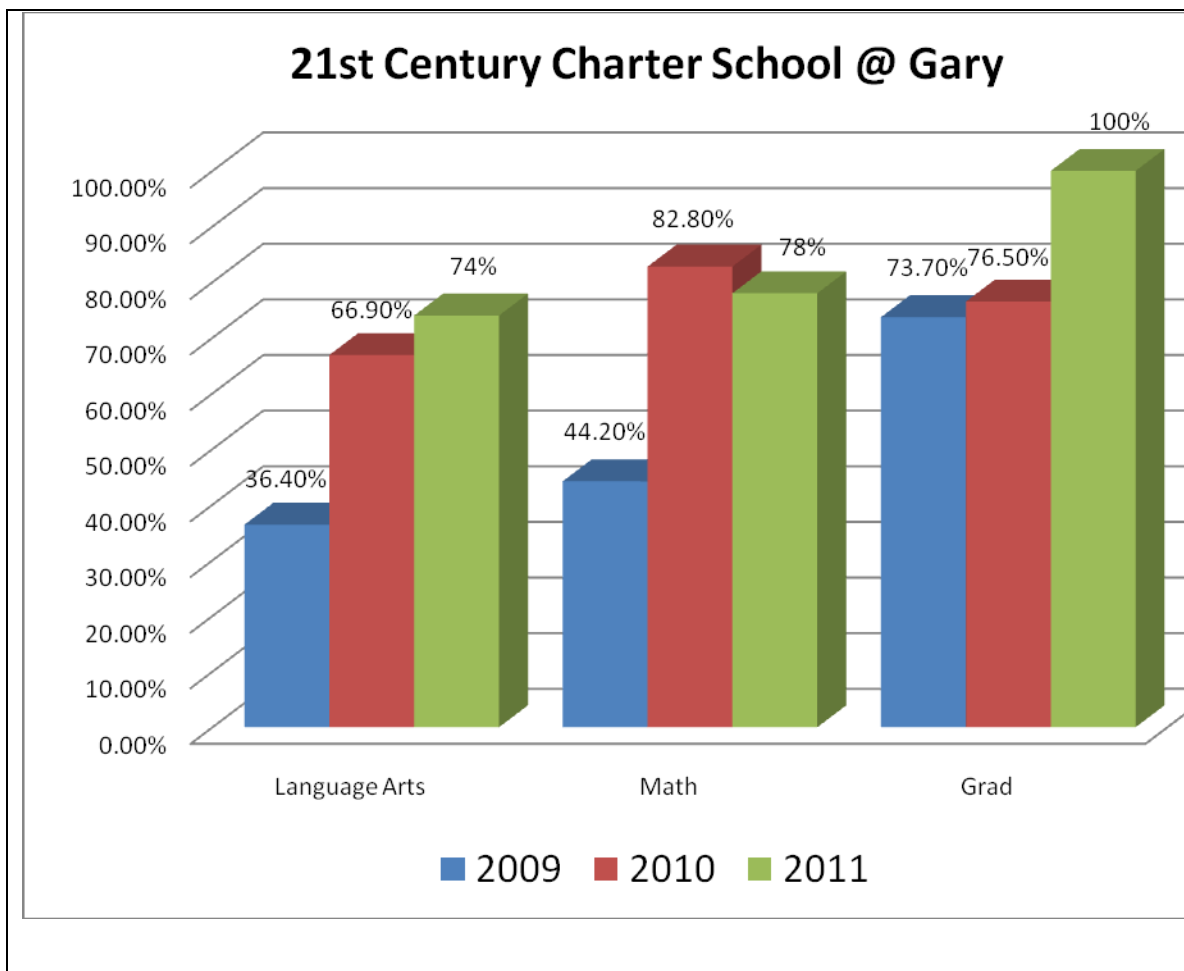
“improvement.”

Fall Creek Academy has demonstrated outstanding “improvement” each year as well and has been considered an “A” or “exemplary” school by the state’s PL221 measurements for the past six years but has been capped at “academic progress” for five years because the state couples PL221 with AYP. The state will decouple AYP from PL221 in 2012. Fall Creek Academy placed 16th in 2008, 6th in 2010, and 10th in 2011 among all charter schools in the state when measured for PL221’s “improvement.”

Fall Creek Academy’s ISTEP gains over the last three years certainly reinforce the merits of working with the GEO Foundation:



GEO’s 21st Century Charter School in Gary, Indiana, a Ball State-sponsored school, further demonstrates the rationale for choosing this partner:



20. Governing Board

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

The Governing Board is responsible for the successful operations of the school, including academics, operations, finance, governance, and legal and regulatory compliance. To do so, the Board may coordinate and oversee service partners where appropriate. As outlined in the Bylaws, the Board Chair will preside over the Board, with the Vice-Chair standing in his/her place when the Chair is unavailable. The Secretary will have oversight of the records of the school, and the Treasurer will have oversight of the financial records.

The initial Board will be named by GEO Foundation as the Supported Organization, and will be selected on the basis of their commitment to the local school community. The ultimate composition of the Board will reflect the Board's need for expertise in diverse areas such as academics and education, finance and governance, real estate,

community engagement, and marketing.

Terms shall be for three years, and Board members may resign if needed at their own discretion. Members may only be removed by the Supported Organization for cause as specifically enumerated in the Bylaws.

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

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

- 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.

School leaders are promoters of a school's ability to provide excellence in learning. They believe in the power of education, and strive to ensure that the talents and resources of the school are focused to create the best possible opportunity for ALL students. School leaders use their authority and influence to lead change. They are unabashed advocates of best practice, and will make the bold data-based decisions that lead effective change in our schools. Excellent school leaders model life-long learning, and support the professional growth of the school staff in ensuring that programs are current, rigorous, and relevant. They seek to network with stakeholders, and utilize the resources those stakeholders can provide. They are good stewards of the assets provided them, and work to put the best available learning tools and resources in the classroom and in the hands of teachers and students. The school leader must understand that leadership is shared and they work collaboratively with stakeholders, staff, and other administrators to allow all

students to become life learners, productive citizens, and individuals with the capacity to fulfill their dreams.

It is the school leader's responsibility to support professional development in several ways. School initiatives, new materials, and new programs can always prompt professional development, but the school leader must be responsible for a more comprehensive professional-development program. First, the school leader must review current student-achievement data. This information can yield significant information about areas of needed professional development. If students are not achieving in any specific area across the board, our team may need support in using the resources we have available or in looking at different methodology in helping students be more successful. Next, the school leader must look at each teacher as an individual. It is important to recognize the particular bent of genius and the particular gaps in knowledge and skill of each teacher, and to reflect that in planning for professional development. This can happen by offering individualized or smaller group-learning opportunities, and by supporting each teacher in a cognitive-coaching model. Further, by recognizing the leadership and genius of individuals, you can draw on their abilities and expertise as a professional learning community. Finally, it is the school leader's responsibility to model life-long learning and personal professional development. The principal must be willing to take risks and grow as a professional by consistently seeking learning opportunities reflecting best practice and current research.

Simply put, the school leader has the primary responsibility for pushing the envelope and driving necessary change by reflecting and providing a comprehensive professional development program in the school. Professional development is what will keep a staff relevant in a continuously changing and growing field.

b. Describe the qualifications required for the school leader.

The following was posted on the IDOE website in May 2011 to advertise the FCA's principalship:

A qualified candidate must possess:

- Master's Degree or higher (MBA or MS in Education preferred)
- Proven leadership skills
- Proven organizational, problem solving, and written and oral communication skills
- Expertise in school and/or organizational policy, procedures, and program

development

- Successful experience working with urban, at-risk youth
- Experience in planning and directing professional development opportunities
- A data-driven approach to instruction and/or institutional improvement
- Proven ability to motivate, inspire and manage a diverse staff
- Ability to meet deadlines
- Ability to collaborate with others in an entrepreneurial spirit, focused on improving student achievement and school excellence
- A commitment to personal excellence, translating into outstanding student achievement and teacher excellence
- Principal license preferred
- K-12 experience including in advanced placement classes, college placement, and high school scheduling

Additional preferred qualifications, but not required:

- Minimum of 5 years teaching and/or urban non-profit corporation experience
- School/Non-Profit Organizational Leadership experience

The position

Fall Creek Academy is a member of the GEO Academies. The successful candidate for school leader will possess all of the above listed qualities, as well as a desire to work with disadvantaged youth, with the ultimate goal of every child going to college. A GEO Academy School Leader is a positive role model for students and staff. Responsibilities include upholding the GEO mission and vision through leading efforts to hire, professionally develop, and communicate with staff on an ongoing basis. School leaders also serve as lead contact on curriculum development and implementation, including all student assessments. The School Leader creates a positive school climate by creating and enforcing behavior management policies and being accessible to and communicating with all families of students. They will enforce all enrollment policies and take the lead on student recruitment efforts. They will coordinate with GEO to assure that the school educational model is enforced and continuously improved. The successful candidate will also be able to position the school within the community, develop productive partnerships and after school programs. The qualified candidate will receive competitive compensation including full benefits.

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

As an existing school, FCA has a leadership team in place. Mr. Richard Hunt is principal, with Mr. Michael Bryant serving as assistant principal. Mr. Hunt was hired in June 2011 after an extensive search and interview process. The school was looking for a successful and creative person who had extensive leadership experience. The school followed this process. The school posted the position in various universities, websites, and with national organizations. Then GEO Foundation leadership assembled an experienced team of educators to review resumes. All applicants were then asked to complete an 8-page questionnaire and the review team was looking for both writing skills as well as compatible answers to the school's needs. Once the questionnaires were returned, the review team considered the completed applications and invited the top candidates to an initial interview. A team of five seasoned educators participated in the initial interviews and then recommendations were made for the final candidates. Once the field was narrowed to three finalists, teachers from the school staff as well as all members of the board were invited to interview the finalists. Once the interviews were complete, the lead interview team reviewed comments and recommendations from board members and staff and the final decision was not only obvious, it was unanimous. Although the school has leadership in place, this process will be followed for all future leaders. Mr. Bryant served as FCA's dean and then acting principal during the 2010-2011 school year. Resumes for each of these leaders are included in Attachment 17d.

- 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.

n/a

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.

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

N/A

22. Staffing

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

As Fall Creek Academy grows over the next few years, additional staff will be needed. The initial growth will be in the elementary grades. Currently, Fall Creek Academy serves one kindergarten, one kindergarten/first grade split, one first grade, two second grades, one third grade, two fourth grades, one fifth grade, one sixth grade, one seventh grade, one eighth grade, and all levels of high school. The school will move to two classes each in grades kindergarten through fifth. Middle school and high school will begin to grow over the ensuing years as the elementary grades feed first the middle school and then those students move into the high school programs. In the third year, Fall Creek Academy will move to a two campus model. This will require additional administrative and office staff. Further, programming will require additional related arts teachers in foreign language, art, music, and physical education.

23. Staff Recruitment and Retention

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

In order to retain high-quality faculty, FCA will continue to ensure that:

1. All teachers are provided a full range of educational materials and technology so as to teach all students effectively.
2. New teachers and ones having difficulty are provided mentoring and support services in selecting materials, teaching strategies, planning and classroom organization.
3. Staff members will be treated as consummate professionals with constant feedback from

the administrative staff.

4. A faculty advisory committee will be established and meet at least four (4) times a year.
5. There will be a committee structure for staff to make recommendations to the administration on various issues and situations.
6. Staff will be encouraged to attend conferences and seminars to enhance their skills. They will be reimbursed for their expenses.
7. High performing staff will receive yearly bonuses.
8. The staff salaries will be competitive with surrounding educational environments.
9. In closing, the major ingredient to retaining key staff is to respect them as highly valued partners in the education of students.

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

SCHOOL IMPROVEMENT: The Fall Creek Academy staff is responsible for the development and implementation of a school improvement/strategic plan. Although there is a leadership team, all staff members will contribute to the process of defining needs and setting goals. All goals are “works in progress” for a three-year timeline. The leadership team is responsible for making sure that progress is made on goals and that the timeline is followed or adjusted. A staff development plan is incorporated into the overall plan to ensure that the goals can be implemented effectively.

SHARED DECISION-MAKING/COMMITTEES/THINK-TANK TEAMS:

Although the Principal is held accountable and has the ultimate responsibility for the building, most of the decisions about our school will be made using the “shared decision making model”. A win-win attitude will prevail and decisions made will attempt to bring together all concerns and present a solution that meets the needs of everyone as much as possible. Staff members who have suggestions or concerns are encouraged to express them openly and without fear of retribution.

Each cohort will have a team leader selected that will be a member of the Fall Creek Academy Leadership Team. This group will meet regularly to discuss needs and to review and update our school improvement and strategic plans. The Leadership Team will also support communication to and from school administration, support staff development, and be responsible representing the cohort in the shared decision making within the school.

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled “Think Tanks”, and will be developed to research and propose policy or practice change in specific areas of our school program.

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.

WHO WILL BE INVOLVED: Principal, Academic Officer, Treasurer, Accountant, Finance Committee

HOW NEEDS WILL BE IDENTIFIED AND WEIGHED: Academic achievement is the driving force behind the budget process. Thus, needs will be identified and weighed by the principal and academic officer, with input from teachers where appropriate.

TIMELINE FOR CREATING AND APPROVING BUDGETS: The process for creating a budget should begin in January preceding the academic year, with conversations and needs analysis done by the academic team. Future needs should be combined with historical data to create a draft budget for review by the academic team and finance committee by March. Revisions should be completed, and the full budget presented to the full Board for approval by May.

PROCEDURES FOR MONITORING AND MODIFYING BUDGET: The budget shall be monitored on a monthly basis by the treasurer and the finance committee, and presented to the Board on a quarterly basis, at a minimum. The treasurer shall bring forward significant concerns to the board as they arise. Budgets may be modified by the Board as needed during the school year.

b. School's fiscal procedures.

BUDGET PROCESS: The budget for each school year will be set by examining all of the relevant financial factors: prior year expenditure history, anticipated revenues, anticipated expenditures, debt service requirements, cash reserves, and taking into account any additional significant factors (expansion, legislative, etc.) that might significantly impact the financial health of the school.

The budget should be approved by the board by May preceding the upcoming school year.

LIMITS ON APPROPRIATIONS: While “appropriations” are legally defined are not considered applicable to charter schools, their concept of setting aside funds and not spending over those amounts is a wise fiscal policy for charters to observe. Therefore, the school will make every effort to stay within budgeted amounts for individual funds and line items as approved.

BUDGET REPORTS: The budget will be monitored (revenues v. expenditures, balance sheet, fund balances) by the finance committee, which will in turn report to the full board on quarterly basis, at a minimum. The budget will be kept on a cash-basis, as established by the State Board of Accounts.

EXPENDABLE REVENUE POLICY AROUND UNDISTRIBUTED RESERVES:

Unexpended reserves shall remain in the school's bank accounts, and may be distributed either through motion of the board or inclusion in an approved budget.

POLICIES AROUND INTER-FUND TRANSFERS: Inter-fund transfers should be kept to a minimum, and at all times reflect relevant fund restrictions.

POLICIES AROUND EMERGENCY EXPENDITURES: Any expenditures outside of the budget must be reviewed by the board (or the finance committee, as designated).

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

The school will follow all audit requirements of the Indiana State Board of Accounts and any outside companies that are contracted for the off-year audits.

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;

Finances in an educational setting must support the curriculum and the mission of the school. In this case, every effort is made to drive as much funding into the classroom as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support instruction. Our school is structured to take advantage of cost savings through the GEO Foundation network, as through economies of scale in areas such as business services, insurance, and joint programming so that the schools may use as much of their funding as possible in the classroom and in support of the college program.

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

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance on fundraising and donor generosity. Where needed, the school has the ability to access interest-free funds

through the GEO Foundation network, thus avoiding significant debt.

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

Although the school, as an existing institution, does not face the same significant cash shortfalls as a first-year school would, as a member of the GEO Foundation network of GEO Academies, the school has the ability to access short-term, interest-free loans to cover temporary cash short-falls incurred during the more expense-heavy opening months that occur naturally in each school year. The school will also access the Common School Loan fund where growth requires the additional funding; however, the school will strive to keep the incurring of debt to a minimum.

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.

Finances in an educational setting must support the curriculum and the mission of the school. In this case, every effort is made to drive as much funding into the classroom as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support instruction. Our school is structured to take advantage of cost savings through the GEO Foundation network, as through economies of scale in areas such as business services, insurance, and joint programming so that the schools may use as much of their funding as possible in the classroom and in support of the college program.

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

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance on fundraising and donor generosity. Where needed, the school has the ability to access interest-free funds through the GEO Foundation network, thus avoiding significant debt.

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

Although the school, as an existing institution, does not face the same significant cash shortfalls as a first-year school would, as a member of the GEO Foundation network of GEO Academies, the school has the ability to access short-term, interest-free loans to cover temporary cash short-falls incurred during the more expense-heavy opening months that occur naturally in each school year. The school will also access the Common School Loan fund where growth requires the additional funding; however, the school will strive to keep the incurring of debt to a minimum.

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.

While the Fall Creek Academy has a history of receiving contributions and plans to seek funds in the future to support its programs, the continuation of the school does not depend on these funds. Because of that, there are no contributions listed in the budget sections of the application.

The school is anticipating receiving all other dollars that schools receive based upon their population's needs, such as Title I and special-education funding. Estimates of those receipts are listed in the budget projections.

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.

Insurance for the Fall Creek Academy is provided by WRM America and coverage is as follows:

- General liability insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate.
- Vehicle insurance for any vehicles owned or leased by the charter school or by the Organizer and used for the charter school purposes in the amounts listed below:
 - Liability \$1,000,000 aggregate/occurrence
 - Medical Payments \$5,000
 - Uninsured Motorist \$1,000,000
 - Under-insured Motorist \$1,000,000
 - Physical Damage Per Schedule
 - Hired Auto Liability \$1,000,000
 - Hired Auto Physical Damage \$25,000
 - Comprehensive deductible \$500
 - Collision deductible \$100
- Educators Legal Liability (D&O and EPLI) insurance in the following amounts:
 - Per Wrongful Act \$1,000,000
 - Aggregate Limit \$1,000,000
 - Umbrella/excess liability insurance follow-form to the underlying liability

coverages in the amount of \$5,000,000.

This is an existing policy covering current ongoing operations and the premiums are accounted for in the school's operating budget on LINE _____.

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.

FCA will continue to lease its current facility at 2540 North Capitol Avenue, Indianapolis, from the GEO Foundation, a relationship that dates back to 2005. The annual cost of that lease is \$354,000 (includes two portable classrooms), with approximately \$87,000 in utility costs.

- 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.

FCA occupies a 32,500 square-foot facility that was constructed in 2005, plus the school has two portable classrooms used for art and music. The primary facility contains 16 classrooms, a 10,000 square foot multipurpose gymnasium complete with a cafeteria area, a warming kitchen, and special offices/rooms for administrative and special education purposes. The building has passed its regular health and safety inspections, including the kitchen area, and is ADA-compliant.

The Board of Directors plans to review adding additional portables and/or a permanent structure to allow for growth of the school's Project Lead the Way middle school and high school program and additional enrollment in 2012-13. The school will add additional classrooms again in 2013-14 to continue to support its growth in enrollment.

By the 2014-2015 school year, FCA's Board of Directors plans on dividing the K-12 format of FCA into two buildings, with 7th through 12th grades remaining at the current site next to Ivy Tech (where its students are enrolled in college-level classes), and with a K-6 building being constructed in the same neighborhood. Classes will average 26 students per room, with the school growing to a total of 700 students in both buildings.

The division into two campuses will happen as soon as a new site can be purchased, and a

building constructed that meets all academic, health, and safety requirements. As soon as FCA's Board approves those plans, BSU will be informed and an amendment to the charter contract submitted. In the meantime, FCA can continue to occupy the current building for K-12.

(Given GEO's experience in building facilities in four cities and three states, the FCA Board of Directors is confident that the foundations advice and assistance will lead to a successful project.)

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

FCA has demonstrated over 6 years of occupying its Fall Creek campus that the building is financially viable. Its annual facility cost (including security, leasehold improvements, maintenance, utilities and rent) is 15% of its total budget. A new K-6 facility would be built under the same financial guidelines, with enrollment increased at each location.

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

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

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

n/a

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

FCA will continue to lease its building from the GEO Foundation, a decade-old arrangement that gives the school the stability it needs. The Board of Directors sees no conflicts in this arrangement with GEO.

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.

FCA expects all subgroups (black, free- and reduced-price lunch, and special-education) to participate in all measurements and reach all goals listed below:

Goals Specific to Fall Creek Academy's Performance in reaching proficiency in accordance with the Indiana System of Accountability and Federal Targets in AYP:

The 3rd - 8th Grade ISTEP+ scores in English/Language Arts will be maintained or improved to the 80% passing rate (and improved to a 70% passing rate for students with disabilities), in 2012-2013, and 90% of students taking the English 10 ECA will pass on the first attempt by the 2013-2014 school year.

The 3rd-8th Grade ISTEP+ scores in Math will be maintained or improved to the 85% passing rate and 90% of students taking the Algebra 1 ECA will pass on the first attempt by the 2013-2014 school year.

The graduation rate will be maintained or improved to 90% by the 2013-2014 school year.

Continuum of Assessments for measuring and reporting the performance and progress of the charter school.

		Grade Level											
Type of Assessment	Assessments in Language Arts												
		DIBELS	DIBELS	DIBELS	DIBELS								
		DRA	DRA	DRA	DRA	DRA	DRA	DRA					

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

- Goals 1 and 2 defined above will ensure that Fall Creek Academy meets Indiana's Performance Indicators with Exemplary Progress through the 2013-2014 school year.
- The chart below defines Indiana's Performance Indicators.

	A	B	C	D	F
Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%	<1%			
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%		<2%	<0%
>=50%	>=5%	>=4%	>=3%	<3%	<1%
<50%		>=5%	>=4%	>=3%	<3%

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

- Goals 1, 2, and 3 defined above will ensure that Fall Creek Academy meets all Federal targets for AYP through the 2013-2014 school year.
- Fall Creek Academy's Federal targets for AYP consist of 17 categories:

Performance in English/Language Arts	Performance in Math	Participation in English	Participation in Math	Other Indicators
Overall	Overall	Overall	Overall	Graduation Rate
Black	Black	Black	Black	
F/R Meals	F/R Meals	F/R Meals	F/R Meals	
Special Education	Special Education	Special Education	Special Education	

- d. High school must include graduation rate as indicator.

FCA's graduation rate, as defined in Goal 3 above, will be maintained or improved to 90% by the 2013-2014 school year.

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

- See the chart above: "Continuum of Assessments for measuring and reporting the

- performance and progress of the charter school.”
- All elementary and middle school students participate in one or more assessments providing indicators for monitoring and reporting student success.
 - These assessments are research-based, valid, and reliable.
 - The assessments include both standards based and nationally normed indicators.
 - These assessments will support predictive measures for ensuring students pass both ISTEP+ and ECA assessments.
 - FCA students taking the NWEA MAP test will demonstrate the following improvement:
 - 2012-2013: 50% will meet or exceed their RIT growth targets
 - 2013-2014: 55% will meet or exceed their RIT growth targets
 - 2014-2015: 60% will meet or exceed their RIT growth targets

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

- Indiana Code 20-32-5 and the ISTEP and ECA Program Manuals provide that all students must participate in ISTEP+ in English and Mathematics at Grades 3 – 10 and in Science at Grade 5 and 7 and Biology I.
- IMAST will be used for students in accordance with IEPs as the ISTEP+ alternative assessment providing participation.
- Less than 4% of special education students will participate in ISTAR.
- In the DIBELS, DRA, ACUITY, Gate-McGinitie, NWEA, PSAT, and Compass assessments all students in all will participate.

g. Additional Targets:

- Student recurrent enrollment

SCHOOL YEAR: DAY 1	% RETURNING FROM PREVIOUS SY
2012-2013	70%
2013-2014	75%
2014-2015	80%

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

In 2010, FCA graduates earned, on average, nearly 11 college credits while in high school; in 2011, more than eight credits per graduate. In 2012, that will increase to an average of 12 credits per *college-bound* graduate; in 2013, 15 credits; and in 2014, FCA graduates will average 18 college credits upon graduation.

31. Accountability to Sponsor

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

FCA's relationship with the GEO Foundation will continue to be of special significance in this area. The management team at the GEO Foundation has more than eight years of successfully meeting all Indiana Department of Education and federal reporting requirements. It will work with the Academy's leader to collect, assemble, and prepare all relevant data and reports due to Ball State University, the IDOE, and others. This information will be presented to the Board, which will assure the accuracy of the reports, and then the Academy will deliver the material to the requesting organizations in a timely fashion.

GEO also has experience working with both the State Department of Accounts on their bi-annual audits, and with outside auditing firms.

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

FCA's Board of Directors has full board meetings every other month, with committee meetings in between. New Board members are oriented to Board policy, including the bylaws, and the Board reviews its policies annually. The Board is chaired by Mr. Rollin Dick, who has extensive experience in board leadership.

32. Accountability to Constituents

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

In coordination with the GEO Foundation, FCA will distribute annually a survey to its families. The following is the 2011-2012 version:

Dear Fall Creek Academy Families,

As an organization, we truly value our students and their families and for this reason, we are very interested in determining your family's opinions regarding our school. Would you please take a few minutes to answer the following questions? We will use your answers to guide us in making improvement decisions -- so your answers are critical. Thank you so much for giving us your honest feedback. Your answers will be compiled and held in complete confidence. Your name will not be shared.

1. What is the #1 reason you chose Fall Creek Academy?
 - a. Class size
 - b. Safety
 - c. Academic program
 - d. Location
 - e. Staff
 - f. Other Please
explain: _____
2. Do you approve of the class size for your child?
 - a. Yes
 - b. No Please
explain: _____
3. Is the Principal of the School responsive to your needs?
 - a. Yes
 - b. No Can you be specific?

4. Did you receive enough information about the school guidelines and expectations prior to enrolling?
 - a. Yes
 - b. No Please
explain: _____
5. Is your child's primary teacher responsive to your needs?
 - a. Yes
 - b. No Please
explain: _____
 - c. _____
6. Does your child participate in:
 - a. Art
 - b. Music
 - c. P.E.
 - d. Spanish
 - e. All of the above
 - f. None of the above?
7. Do you value the enrichment opportunities (sports, clubs, etc.) we provide?
 - a. Yes
 - b. Not applicable
 - c. No If no, are there additional opportunities you wish to see at the school?
Please
explain: _____
8. Overall, what is the quality of the education your child receives at FCA?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

9. Do you believe the school adequately prepares your child for college?

- a. Very much so
- b. Yes,
- c. Not so much
- d. No

10. Do you like the school's early college program?

- a. Yes
- b. Not applicable
- c. No How could it be improved? Please explain: _____

11. Is the culture/climate of the school inviting?

- a. Yes
- b. No How could it be improved? Please explain: _____

12. Would you recommend the school to your friends?

- a. Yes
- b. No

If you would like meet with GEO Foundation administrators regarding your questions or concerns, please provide:

Name _____ Phone
number _____

My child(ren) is (are) in:

Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade
6 th grade	7 th grade	8 th grade			
9 th grade	10 th grade	11 th grade	12 grade	Middle College	

(circle those grades that apply)

Otherwise, all feedback associated with this survey will be kept confidential.

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.

All results for accountability will be monitored and evaluated as data is received. For

assessments such as NWEA and Acuity, that information is received nearly instantaneously. End-of-course assessments are given during specific windows of time, and then the data is received upon compilation. A portion of ISTEP+ data comes out in the spring; the remainder in the summer.

College-specific goals, such as graduation rates and credits earned, will be tracked continuously, with necessary adjustments made to student plans.

ACCOUNTABILITY TIMELINE			
DATA	FREQUENCY	RECEIVED/ANALYZED	REPORTING
NWEA	Aug/Sept May/June	Immediately upon completion	At following board meeting
ACUITY		Immediately upon completion	At following board meeting
ECA	After completion of targeted Core 40 courses	Given during IDOE window after completion of courses; will analyze as soon as scores are returned by IDOE	Will report twice a year to BoD
ISTEP+	Two rounds given in spring semester	Results received in two segments; late spring, summer	Will report to BoD at next board meeting; link results on FCA's website
DIBELS	3 benchmark assessments per year, with progress monitoring at a minimum of every 3 weeks	Immediately upon completion	At following board meeting
College-Credit Progress	Final upon graduation	Analyzed after receipt of information from college	Reported to BoD after each semester; reviewed at end of year
College-Graduation Progress	Final upon graduation	Analyzed continually, tracking student's progress towards degree	Reported to BoD after each semester; reviewed at end of year
ACT/SAT		Analyzed as soon as all data is received from testing company	Reported to BoD at next meeting; reviewed at end of year

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

The Fall Creek Academy believes it is responsible to all of its stakeholders in regards to its progress towards its goals, which will be analyzed as the results for the measurements are received. The Board of Directors will review and discuss the results, which will then be submitted to Ball State University. The principal and other leadership will participate in the Board's discussion, and then will inform the staff. In addition, FCA is committed to informing its families at PTO and other meetings, along with publishing an annual report in its weekly newsletter and on its website. Fall Creek will not hide from its results, good and bad, and will instead work with its stakeholders to ensure that everyone is helping the school reach its goals.

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.

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**

GEO
Feldhaus

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 9:52 AM
To: Karen Gordon
Subject: FELDHAUS, CHARLES (born 10/7/57) - National Criminal Records Report



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Search results for: 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.

First name =
Charles
Last name =
Feldhaus
Date of birth =
10/7/57
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

Karen Gordon

GEO
Partner

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 12:24 PM
To: Karen Gordon
Subject: PARKER, JAMES (born 4/18/59) - National Criminal Records Report



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National Criminal Records Report

Report dated: 9/22/11
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Search results for: 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.

First name =
James
Last name =
Parker
Date of birth =
4/18/59
Jurisdiction =
ALL

PARKER, JAMES T

Clark County - Municipal Court
Offender ID: PARKJAME0013419-1

Address 5766 N PENNSYLVANIA ST
INDIANAPOLIS

County, Case No: N/A

Charge	MM/SPEED EXCESS 65 MPH ON
Filed	9/14/00
Disposition	GUILTY BY WAIVER
Fine Amount	100
Case Number Count	0013419-1
Issuing Agency	OHIO HIGHWAY PATROL
Case Type	TRAFFIC
Closed Date	9/21/00
Statute Jurisdiction	10/ STATE OF OHIO
Statute Number	4511.21D2
Division Or Type	D
Bond Status	NO BONDS
Citation Number	M 257729
Accident	N
Mandatory Court	N

Sequence Number 1
Prior Number of Conviction 0

PARKER, JAMES

Madison County - Municipal Court
Offender ID: PARKJAME-TRD0906433

Address 4802 N MERIDIAN ST
INDIANAPOLIS

County, Case No: TRD0906433

Charge	85/65 SPEED 1
Type	MINOR MISDEMEANOR
Filed	7/10/09
Disposed	7/28/09
Disposition	GUILTY
Statute Code	4511.21D2
Case Status	WAIVED
Case Type	TRAFFIC
Hearing Type	ARR
Ticket Number	Y850100
Fine Amount	30.00
Fine Amount Suspended	.00
Disposition Details	CASE WAS WAIVED BY DEFENDANT
Hearing Date	7/15/09
Court Costs Suspended	.00
Status Location Date	7/28/09

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

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PRef: 7



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National Criminal Records Report

Report dated: 9/20/11

Search results for:

First name = Percy

Last name = Clark

Date of birth = 07/21/1942

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.

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No criminal records were found for this individual.[Search more criminal records](#)

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Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a [summary of their rights under the Fair Credit Reporting Act](#).

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PRef: 7

Dana Johnson

From: SentryLink Web Reporting [webreports@sentrylink.com]
Sent: Friday, November 14, 2008 10:35 AM
To: Dana Johnson
Subject: DICK, ROLLIN (born 8/9/31) - National Criminal Records Report

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Report dated:
11/14/08

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Search results for:

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.

First name = Rollin
Last name = Dick
Date of birth = 8/9/31
Jurisdiction = ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

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PRef: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Wednesday, August 31, 2011 8:18 AM
To: Karen Gordon
Subject: MANION, LORA (born 7/21/63) - National Criminal Records Report

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National Criminal Records Report

Report dated:
8/31/11

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Search results for:

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.

First name =
Lora
Last name =
Manion
Date of birth
= 7/21/63
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

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PRef: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Tuesday, June 28, 2011 9:34 AM
To: Karen Gordon
Subject: HILL, LINDAN (born 11/23/46) - National Criminal Records Report



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National Criminal Records Report

Report dated: 6/28/11
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.

Search results for: 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.

First name =
Lindan
Last name =
Hill
Date of birth
= 11/23/46
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

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PRef: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Tuesday, June 28, 2011 9:34 AM
To: Karen Gordon
Subject: SMITH, MICHAEL (born 7/9/48) - National Criminal Records Report



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Report
dated:
6/28/11

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Search
results for:

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.

First name =
Michael
Last name =
Smith
Date of birth
= 7/9/48
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a [summary of their rights under the Fair Credit Reporting Act](#).

Notice to employers operating in California:

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National Criminal Records Report

Report dated: 3/3/11

Search results for:

First name = Michael

Last name = Bryant

Date of birth = 09/02/1955

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.

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No criminal records were found for this individual.[Search more criminal records](#)

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Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a [summary of their rights under the Fair Credit Reporting Act](#).

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[Change Profile](#)
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National Criminal Records Report

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Report dated: 8/9/11

Search results for:

First name = Marlon
Last name = Llewellyn
Date of birth = 02/27/1976
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.[Search more criminal records](#)

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PRef: 7

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Wednesday, June 15, 2011 11:59 AM
To: Karen Gordon
Subject: COOPRIDER, CARLOTTA, alternate last name Kozlowicz (born 3/28/65) - National Criminal Records Report



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Report dated:
6/15/11

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Search results
for:

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.

First name =
Carlotta
Last name =
Cooprider
Alternate last
name (maiden)
= Kozlowicz
Date of birth =
3/28/65
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a [summary of their rights under the Fair Credit Reporting Act](#).

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INDIANA STATE POLICE
LIMITED CRIMINAL HISTORY**accessIndiana**
www.IN.gov**To Whom It May Concern:**

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

Name: Hunt, Richard
Birth Date: 12-12-1971
Sex: M
Race: U

Results based solely on information provided.

Information Released To:

Name: Dawn Keith
Address: 333 N Pennsylvania
City/St/Zip: Indianapolis IN 46204
Phone: 317-713-4212

Date: 05/27/2011
Page: 1
Receipt: 11802525
Operator:
accessIndiana

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

Subject of Record

<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Birth Date</u>
Hunt, Richard	U	M	12-12-1971

Results based solely on information provided

Search Again**accessIndiana**
www.IN.gov

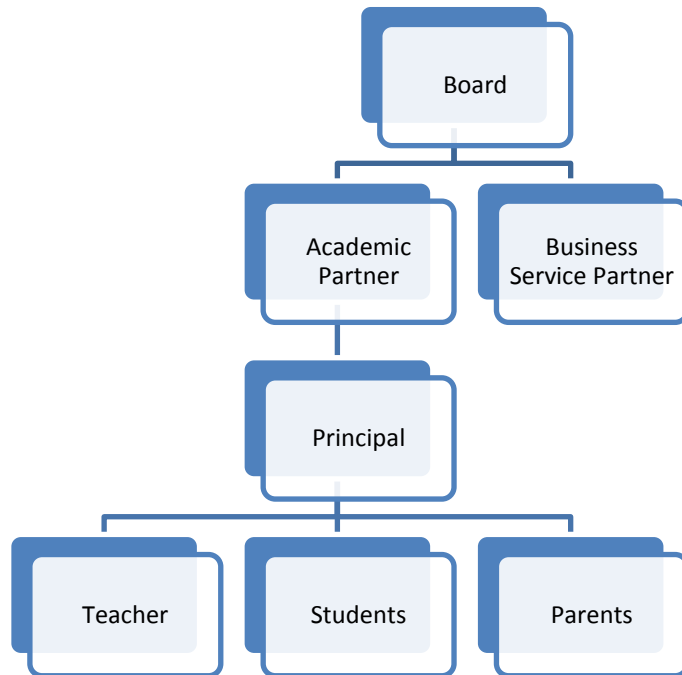
10b: Assessment System		
NAME	SCHEDULE	STRATEGY
ISTEP+	Each spring (K-8)	Data will support planning for school-wide professional development for teachers, and will allow for the identification of students needing remediation in Language Arts and Math.
ECA (English 10; Algebra I)	As needed (9-10)	Graduation requirements
ACUITY	3 times (K-8) throughout the year	Predictive standards based assessment used for planning and implementing timely instruction that will help all students succeed on the ISTEP+
IMAST	Each spring (K-8) as indicated by a student's IEP	Data will allow for the identification of students with IEPs needing remediation in Language Arts and Math.
ISTAR	Each spring (K-8) as indicated by a student's IEP	Data used to support goal setting for special education students.
NWEA	3 times (K-10)	Normed assessment supporting identification of student achievement in LA and Math. Data will be used in planning for differentiated instruction supporting all students' academic growth.
PSAT	Once a year (9-10)	Predictor of college enrollment; identify remediation needs
COMPASS	Once a year (9-10)	Ivy Tech test for admission to dual-credit courses; identify remediation needs
SAT	TBD	College admissions
ACT	TBD	College admissions
Curricular Assessments Aligned with Core Knowledge	Every three weeks – all grades	Formative assessments used to determine next steps in classroom instruction and in the identification of students for skill remediation and enrichment.
DRA	3 times (K-8)	DRA data will be used to group students in Tier 2 and Tier 3 remedial reading groups. The data will also be used for Tier 1 grouping and differentiated instruction in within the core literacy program.
DIBELS	3 times (K-3)	DIBELS data will be used to group students in Tier 2 and Tier 3 remedial reading groups. The data will also be used for Tier 1 grouping and differentiated instruction in within the core literacy program.

TABLE 12F: PERSONNEL FOR SPECIAL POPULATIONS

POSITION*	RESPONSIBILITIES	SALARY	BUDGET LINE
Special education teacher	Evaluating, teaching, supporting and creating IEP's for students.	\$40,000	II. Expenditures A. Employee Salaries Special Education Teachers
Special education teacher	Evaluating, teaching, supporting and creating IEP's for students.	\$40,000	II. Expenditures A. Employee Salaries Special Education Teachers
Special education teacher	Evaluating, teaching, supporting and creating IEP's for students.	\$40,000	II. Expenditures A. Employee Salaries Special Education Teachers
Special Education Director (part-time)	Hiring, training, oversight, quality control, compliance with state and federal law, etc.	Service provided by GEO Foundation	II. Expenditures E. Service Contracts Academic Services

- number of staff is dependent on enrollment and IEPs

Attachment 19a -- Organizational Chart



The following is from the Indianapolis Mayor's Office of Charter Schools' survey of Fall Creek families in 2010-2011.

Fall Creek Academy

76 Respondents

132 Students

	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Individual attention teachers give your student?	2	3%	4	5%	17	23%	34	45%	18	24%
Curriculum/Academic Program?	1	1%	3	4%	13	17%	40	53%	18	24%
Class Size?	2	3%	9	12%	11	15%	39	52%	14	19%
School Size?	1	1%	10	13%	14	19%	33	44%	17	23%
Accessibility and openness to parents?	1	1%	3	4%	3	4%	37	50%	30	41%
Academic standards for students?	1	1%	1	1%	7	10%	44	60%	20	27%
Quality of teaching and instruction?	4	5%	2	3%	13	17%	38	51%	18	24%
Curriculum materials and support?	1	1%	5	7%	15	20%	34	45%	20	27%
Discipline in the classroom?	7	9%	7	9%	18	24%	27	36%	15	20%
Extracurricular activities?	5	7%	9	12%	13	17%	32	43%	16	21%
School facilities?	1	1%	4	5%	16	21%	38	51%	16	21%
Safety?	2	3%	7	9%	13	17%	38	51%	15	20%
Length of school day?	1	1%	0	0%	6	8%	47	64%	20	27%
Length of school year?	1	1%	0	0%	6	8%	49	65%	19	25%
School administration?	6	8%	7	9%	13	17%	32	43%	17	23%
Enrollment process?	0	0%	1	1%	11	15%	45	60%	18	24%
Communications received from school?	4	5%	4	5%	14	19%	33	44%	20	27%
Overall, how satisfied are you with this school?	1	1%	5	7%	13	18%	40	54%	15	20%
Services provided for students with disabilities?	2	8%	1	4%	11	44%	9	36%	2	8%

Fall Creek Academy

		Count	Percent
If your student is not graduating this year, how likely is it that your student will return to this school?		7	9%
	Definitely\returning	35	47%
	Not likely\to return	2	3%
	Not returning	6	8%
	Probably\returning	25	33%

		Count	Percent
Please indicate the type of school your child attended before coming to this school.		10	13%
	Charter School	13	17%
	Private School\ (non-religious)	5	7%
	Private School\ (religious affiliation)	9	12%
	Traditional\Public School	38	51%

		Count	Percent
How is your child doing academically?		1	1%
	Above Grade Level	23	31%
	At Grade Level	43	57%
	Below Grade Level	8	11%

		Count
How many children do you have in this school?	1	28
	2	34
	3	12

Fall Creek Academy

Parent Comments

What do you think this school does well?

- Communication with parents
- Focus on education
- Strong elementary curriculum
- Family/student activities
- Caring teaching staff
- No fighting policy

What about this school do you think needs improvement?

- Drop off and pick up/need for buses
- Opportunities for parent involvement
- Sports teams
- Discipline and classroom management (frequently cited)
- Outdated facility
- Security guards needed in school
- Outdated teaching methods
- School administration is not responsive to parents
- School increased in size so students are not getting one on one attention
- Not enough support for special needs students

Table 20b: Flow of Information

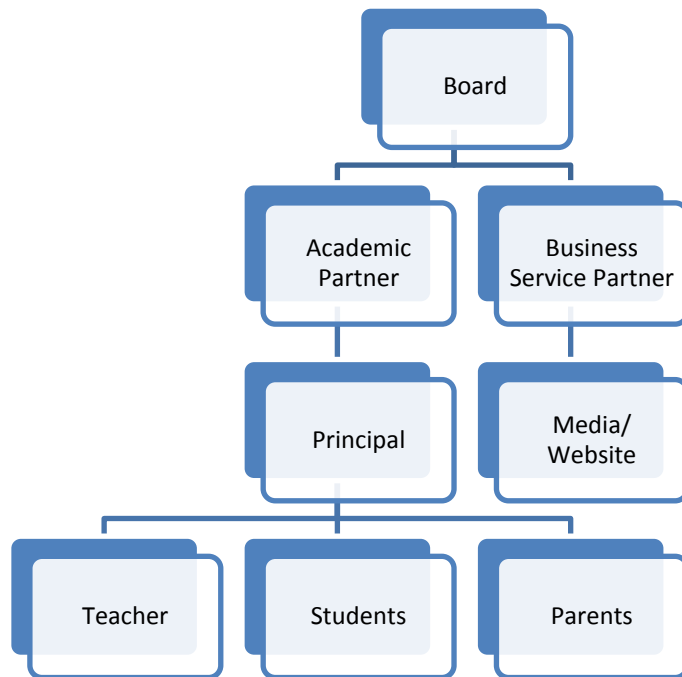


EXHIBIT A

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

21ST CENTURY CHARTER SCHOOL, INC.

21st Century Charter School, Inc. (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

ARTICLE I

Name

The name of the Corporation is 21st Century Charter School, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

Section 3.1. Purposes. The purposes for which the Corporation is formed are:

(a) To further advance and support the charitable purposes of the Greater Education Opportunities Foundation through various means which may include, but not be limited to the following:

(i) Operating a charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended;

(ii) Supporting said charter school(s) by recruiting, cultivating, and maintaining local community leadership to advise and govern the Corporation;

(iii) Receiving and disbursing funds to support the operation of said charter school(s);

(iv) Educating the general public and parents of prospective students about said charter school(s) and other educational opportunities available; and

(v) To organize and operate a school serving students within the State of Indiana pursuant to a Charter School Agreement by and between the Consolidated City of Indianapolis, Marion County, Indiana and the Corporation.

(b) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes.

Notwithstanding the foregoing, the Corporation is organized and at all times thereafter will be operated, exclusively for the benefit of, to perform the functions of, or to carry out the charitable and educational purposes of Greater Education Opportunities Foundation (hereinafter referred to as the "Supported Organization"). Nothing in these Articles empowers the Corporation to engage in activities which are not in furtherance of the above-mentioned purposes, and the Corporation may not operate to support or benefit organizations other than the Supported Organization.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(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, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions 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;

(b) To engage in transactions, financial or otherwise, with a class of nonprofit corporations exempt from Federal taxation pursuant to Section 501(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws. Such transactions shall include, but not be limited to, the transfer of assets, bargain sales, the borrowing or leasing of employees, the sharing of goods or services, the guarantee of the payment of principal, interest or other payment in whatever form on obligations evidenced by any form of indebtedness, and the guarantee of performance of any obligation of any member of said class of non-profit organizations. Each member of said class shall be affiliated with the Corporation by:

(i) Supporting the Corporation, being supported by the Corporation, or supporting or being supported by the same corporation or corporations as the Corporation pursuant to Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) Being described in Sections 501(c)(20) or 501(c)(25) of the Internal Revenue Code of 1986, as amended, or in corresponding provisions of any subsequent Federal tax laws, by paying over its income, less expenses, to the Corporation or to an organization described in Section 3.3(b)(i).

(iii) In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws; and

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

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV

Distribution of Assets on Dissolution

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets should be distributed to the Supported Organization for nonprofit educational purposes, so long as the Supported Organization is in existence and is an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws;

Third, in the event that the Supported Organization is not as described in the previous sentence, then all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall

at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Fourth, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1: Registered Office and Registered Agent: The registered office and agent are as follows:

Kevin D. Teasley
302 S. Meridian Street, Suite 201
Indianapolis, IN 46225

Section 6.2: Principal Office: The post office address of the principal office of the Corporation is as follows:

302 S. Meridian Street, Suite 201
Indianapolis, IN 46225

ARTICLE VII

No Members

The Corporation shall have no members.

ARTICLE VIII

Board of Directors

Section 8.1 Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2: Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or as required by law.

ARTICLE IX

Indemnification

Section 9.1: Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was:

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or

(c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, whether for profit or not (each an "Indemnitee"), against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 9.2: Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," or an "excess benefit transaction" within the meaning of Sections 501(c)(3) or 4958 of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws.

Section 9.3: Definitions. For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term "expenses" includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery service fees and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

(d) The term "liability" means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan) or reasonable expenses incurred with respect to a proceeding.

(e) The term "party" includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term "proceeding" means any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal.

Dated this 5th day of May, 2005.

Attachment 6b - Achievement

SCHOOL	Fall Creek Academy	Elder W. Diggs IPS #42	Emma Donnan IPS #572	Arsenal Tech High School IPS
GRADES	KG-12th	KG-6th	7th/8th	9th-12th
ENROLLMENT (6-12)	328	393	534	2,374
DEMOGRAPHICS				
MINORITY #	98%	97%	40%	80%
FREE/RED #	67%	88%	84%	83%
SP ED #	16%	22%	25%	20%
ELL #	0%	1%	9%	60%
ISTEP/ECA	ISTEP	ISTEP	ISTEP	ECA
ISTEP OVERALL	53%	43%	32%	32%
3rd	55%	47%	n/a	n/a
4th	62%	20%	n/a	n/a
5th	48%	60%	n/a	n/a
6th	52%	46%	n/a	n/a
7th	42%	n/a	27%	n/a
8th	58%	n/a	38%	n/a
White	41%	–	34%	46%
Black	53%	42%	27%	28%
Hispanic	–	–	36%	32%
Multi- racial	–	–	38%	59%
Free/Red	53%	44%	33%	31%
Sp Ed	22%	30%	6%	13%
ECA**	65%	–	18%	32%
** ECA data broken down only for Manual HS due to small sample sizes				

8. Calendar and Daily Schedule:

*Create a table, Table 8, to show how you will maximize academic learning time.
Include information concerning:*

Number of school days/ length of school year	180 days
Length of instructional day (minutes)	420 minutes (7:30 to 2:30)
Number of minutes for core academic areas/ subjects	90 minutes for Language Arts/Reading 60 minutes for Math 60 minutes for Science 60 minutes for Social Studies 40 minutes for Writing
Uninterrupted time for academic instruction	90 minutes for Language Arts/Reading 60 minutes for Math
Extended learning time provisions	3 hours after-school, Monday-Thursday, data-driven tutoring with enrichment opportunities, funded by a GEO Foundation grant. Students are selected to participate in the tutoring according to curricular and standardized assessments. The enrichment opportunities are open to all students.

Michael O. Bryant

3150 Foxfire Drive, Indianapolis, IN 46214
Cell: (317) 919-2882
E-mail: mbryant5535@yahoo.com

Objective:

To fill the role of an innovative leader by successfully guiding the school through building effective performing teams, responsibly managing work and people, and enlisting others in the school vision. To motivate young people to reach their fullest potential.

Professional Highlights:

- Encourage professional development
- Proven ability to recruit, select, train, supervise and evaluate staff
- Promote the success of all students
- Entrepreneurial ability to manage change
- Prepare and submit timely reports

Professional Experience:

Principal: JEWEL Christian Academy – August 2005 – May 2010
Indianapolis, IN

- Responsible for maintaining approved budget
- Responsible for hiring of teachers and staff
- Responsible for overseeing curriculum
- Responsible for fostering and maintaining community relations
- Responsible for submitting state required documents
- Responsible for ensuring safe school environment

Christian Education Director: Eastern Star Church – August 2000 – July 2005
Indianapolis, IN

- Responsible for managing approved budget
- Responsible for reviewing and purchasing all educational material
- Responsible for creating all educational programs
- Overseeing leaders in all 35 ministries
- Oversee all matters related to JEWEL Christian Academy
- Create and maintain community partnerships

Dean of Students: Emmerich Manual H.S. – August 1995 – June 2000
Indianapolis, IN

- Manage all discipline related matters
- Maintain accurate student records and data
- Collaborate with teachers regarding classroom management techniques
- Partner with IMPD Gang Task Force
- Assist Vice Principal during summer school
- Ensure consistent and positive parent relations

Assistant to Dean of Students: Thomas Carr Howe H.S. - August 1990 – June 1995
Indianapolis, IN

- Manage all discipline related matters
- Maintain accurate student records and data
- Collaborate with teachers regarding classroom management techniques
- Ensure consistent and positive parent relations

Special Education Classroom Teacher: Thomas Carr Howe H.S. - August 1994 – 1995
Indianapolis, IN

- Created classroom lesson plans
- Manage classroom behavior and climate
- Communicate with parents regarding student progress
- Assist Special Education Director during student Case Conferences

Educational Support Personnel: Thomas Carr Howe H.S. – August 1985 – June 1994
Indianapolis, IN

- Worked in classroom with physically, mentally and emotionally handicap students.

STRIVE II Program Facilitator: Indianapolis Public Schools # 101 – 1988- 1992
Indianapolis, IN

- A program for socioeconomic disadvantaged junior high students
- Responsible for planning field trips, arranging speakers, coordinating special programs and counseling youths.

Coordinator S.E.E. 2000 Lead Program: IVY Tech – 1998 1999
Indianapolis, IN

- Supervise teenage mothers with life skills and GED preparation.

Education & Training:

Indiana University – Purdue University: Indianapolis, IN
Bachelor of Science in Education, June 1994

School of Education – Indiana University – Purdue University: Indianapolis, IN
Masters in Administration (ongoing)

Student Assistant Program (SAP)
Certified Facilitator, August 2000 – Present

Activities:

Associate Pastor - Eastern Star Church:
Indianapolis, IN

Worship Leader & Sunday School Teacher – Eastern Star Church:
Indianapolis, IN

Association of Christian Schools International (ACSI) Mid-West Region Commissioner – 2008 -2010

Project TEACH Program – (IPS Pilot Program) – 1992 - 1994

Technical Skills:

Microsoft Word

Microsoft Outlook

Microsoft PowerPoint

Microsoft Excel

RICHARD HUNT

6756 WIMBLEDON DRIVE
ZIONSVILLE, INDIANA 46077
317-698-7597
RHUNT46052@GMAIL.COM

I commend Mr. Hunt for his leadership, knowledge, and skills in decision-making, planning, development, and staff development. His commitment to public education, his vision of schools, his courage in the face of adversity, and his skill in bringing out the best in others, make him an outstanding candidate for a school leadership position.

~David Randall

Mr. Hunt has many strengths. His knowledge of instructional best practice is one of his strengths, as well as his skills in managing student behaviors. He is an excellent facilitator of groups and also has many leadership qualities that help make him a very effective principal. Mr. Hunt has a passion for what he does, and with that passion comes a drive to do everything in his power to make things be the best they can be.

~Mary Rehlander

It is with great pleasure and to my professional advantage to have worked with Mr. Richard Hunt for approximately fourteen years. Mr. Hunt demonstrates strong leadership skills, and has the ability to relate to parents, his colleagues, and the administrative staff. He has always been a strong believer in educating all students. He was an outstanding member of our inclusion program. I would recommend your attention to the unique skills and ambitions of Mr. Richard Hunt.

~ Leon Carter

*Principal,
Grassy Creek Elementary*

CAREER OBJECTIVE:

To obtain employment in an administrative position that will allow me to utilize, to their fullest extent, my leadership abilities, creativity, knowledge of educational and instructional programs, and passion for education.

ADMINISTRATIVE EXPERIENCE:

- Principal
Heather Hills Elementary School, MSD Warren Township,
Indianapolis, Indiana ~ 2006-2009
- Dean of Student Services
Heather Hills Elementary School, MSD Warren Township,
Indianapolis, Indiana ~ 2004-2006
- Assistant to the Principal at New Market Elementary &
• Title I Coordinator for South Montgomery Community Corporation
South Montgomery Community School Corporation, New
Market, Indiana ~ 1999-2000

SPECIFIC ADMINISTRATIVE SKILLS:

- Seven years experience in using the 8-Step Process for Continuous Improvement
- RTI programming for the success of all students
- Establish effective building goals & programs by analyzing school data
- Continuous improvement of school wide policy and climate
- Support professional growth through effective professional development and growth oriented evaluative practice
- Use of technology to support effective management, teaching, and learning
- Collaborative coordination of all resources and stakeholder support
- Special education programming and inclusive practice
- Dedication to providing an environment that motivates all students to achieve academic success, become responsible citizens, and develop as life long learners.

FORMAL EDUCATION:

Indiana Wesleyan University, Graduate Studies in Education
• K-12 Administrative Licensure Program

Indiana Wesleyan University, Graduate Studies in Education
• Masters Degree in Education

Butler University, College of Education, Indianapolis, Indiana
• Bachelor of Science Degree in Elementary Education
• Kindergarten Endorsement
• Honors Diploma

RICHARD HUNT

TEACHING EXPERIENCE:

Renaissance School, MSD Warren Township, Indianapolis Indiana

- Teacher
- Support of administrative initiatives

Grassy Creek Elementary, MSD Warren Township, Indianapolis, Indiana

- Third and fourth grade teacher
- Summer School
- Summer Enrichment Programs

Kang Ning English School, Chutung, Taiwan

- English as a Second Language instructor for students in grades preK-12 and adult

HONORS:

- 2010-2011 Renaissance School Teacher of the Year
- Recognized for leading Heather Hills Elementary out of NCLB School Improvement
- 2006 National School Change Award
- 2005 IPLA Aspiring Principal Award
- 2005 Indiana Wesleyan University Outstanding Professional Award
- 2003-2004 Grassy Creek Elementary Teacher of the Year
- Eliza Blaker Memorial Scholarship
- 3 time IPALCO Golden Apple Teacher of the Year Nominee

PROFESSIONAL AND SCHOOL ACTIVITIES AND RESPONSIBILITIES:

- Structuring a program that supports NCLB adequate yearly progress and PL221 requirements
- Implementation of effective schools research
- Development of a response to intervention (RTI) and three-tier intervention program for at-risk students
- Special Education & Inclusion Team Leader
- GEI Facilitator and Chair of Creative Problem Solving for GEI Team
- Staff Development Leader
- Effective teacher evaluation including regular informal classroom observations using the classroom walk-through with reflective feedback method, formal observation, goal setting, and individualized professional development plans
- Grant writing experience: Title 1 grants and various other successful grant applications
- Chair School Improvement Committee
- Development and implementation of a standards based reporting system and student recognition program
- Key Communicators Program
- Blue Ribbon Committee for Improved Literacy Skills in Grades 4-8
- MSD Warren Township Interdisciplinary Curriculum and Curriculum Mapping Committee
- MSD Warren Township Redistricting Committee
- MSD Warren Township Staff Development Committee
- IPLA+ Aspiring Principal Academy
- South Montgomery School Corporation Web Master
- Technology and Audio/Visual Coordinator
- Looping Implementation Team
- MSD Warren Township Technology Chair for Leadership Team

COMMUNITY ACTIVITIES:

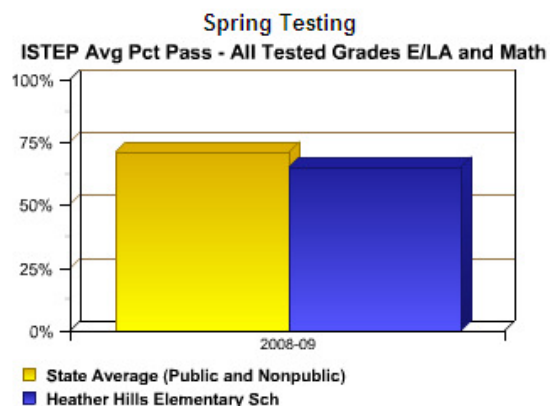
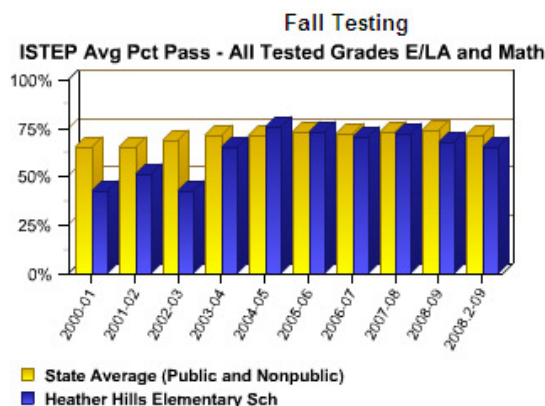
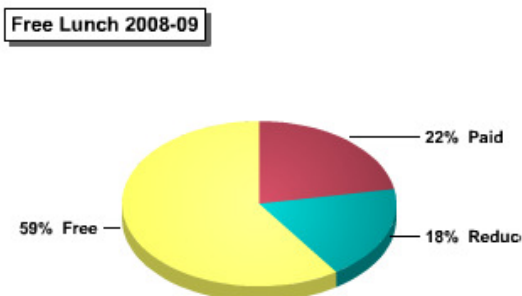
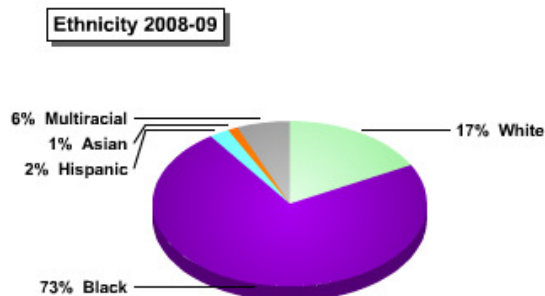
- Heather Hills Thanksgiving Dinner
- Heather Hills Parent and Community Center
- Heather Hills DoDads Club Leadership Team
- Boone County Foster Parent
- Fellowship of Christian Outdoorsmen – Leadership Team
- Legacy Summer Arts Camps for Native American Children – Standing Rock Reservation

REFERENCES:

- Thomas Peeler, Principal, Renaissance School , MSD Warren Township, Indianapolis, IN – 317-532-2972
email: tpeeler@warren.k12.in.us
- Steve Foster, Principal, Lakeside Elementary, MSD Warren Township, Indianapolis, IN – 317-532-2853
email: sfoster@warren.k12.in.us
- Dr. Peggy Hinckley, Superintendent, MSD Warren Township, Indianapolis, IN – 317-869-4300
email: phinkle@warren.k12.in.us
- Mary Rehlander, Personnel Director, MSD Warren Township, Indianapolis, IN – 317-869-4300
email: mrehland@warren.k12.in.us

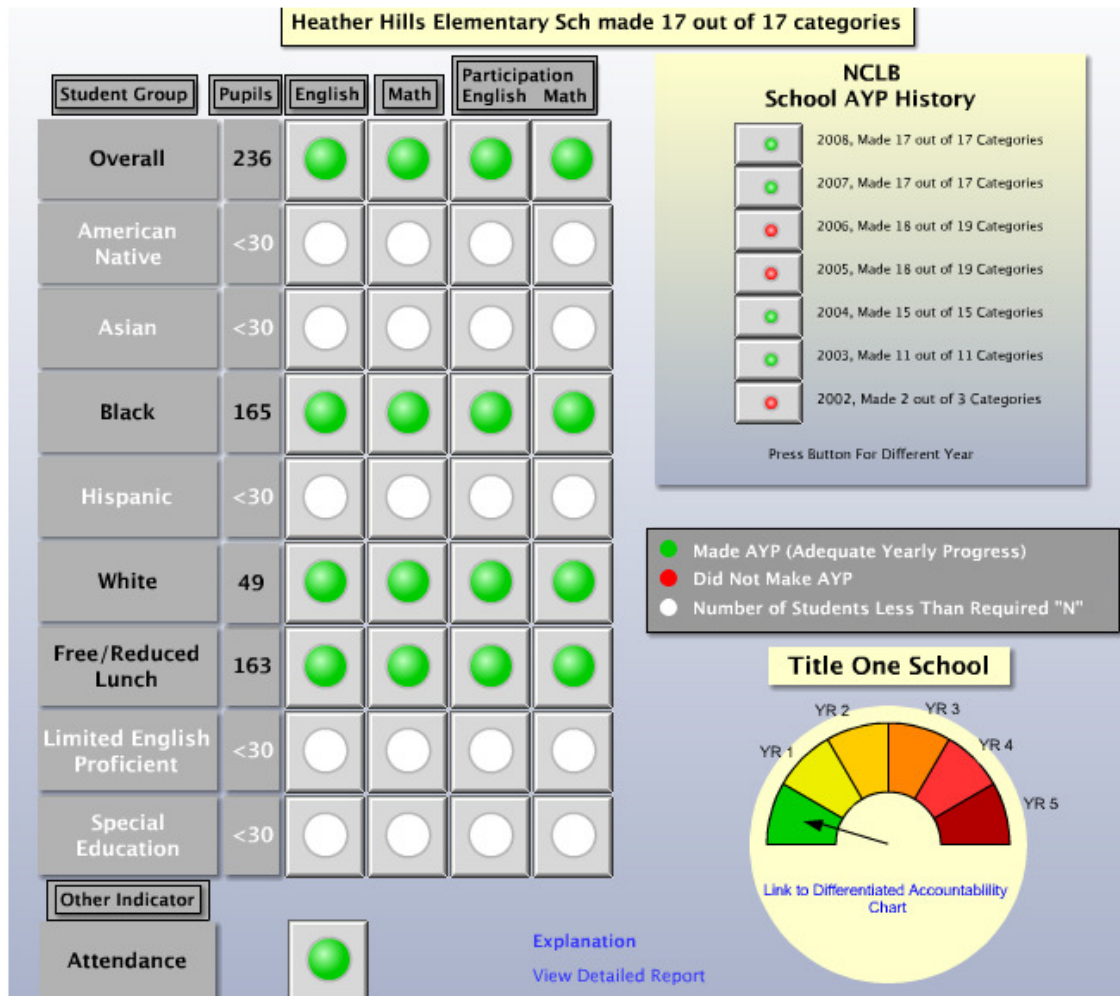
STUDENT ACHIEVEMENT RESULTS:

Below are the demographic and achievement results for Heather Hills Elementary.



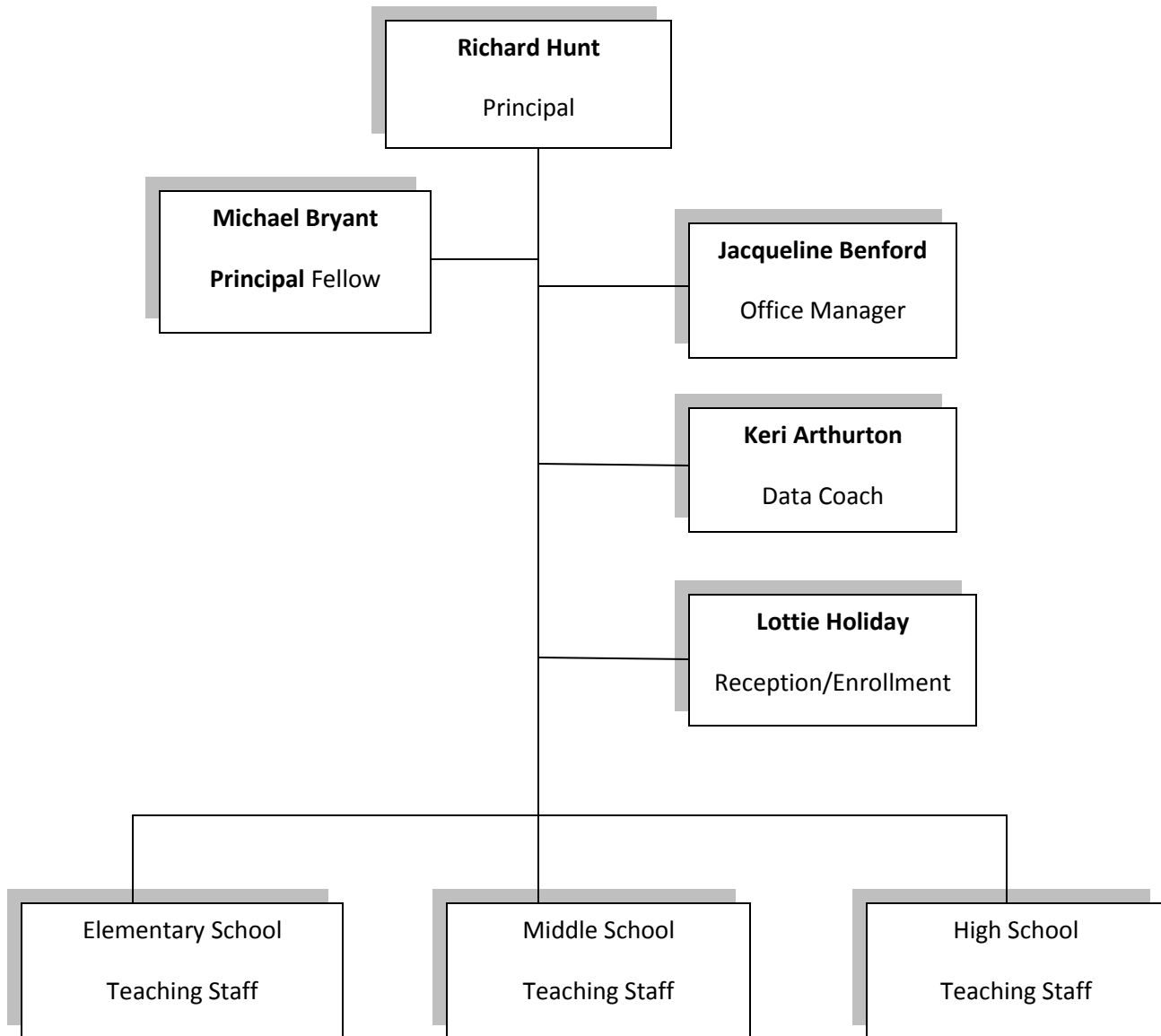
SIGNIFICANT ACCOMPLISHMENTS:

First, Heather Hills was identified for school improvement status in the spring of 2006. The following year I took over as principal. I worked with the staff to improve our best instructional practice in Language Arts and Math. Further, I redefined our Response to Intervention practice and used the concepts of data analysis and total quality management systems to improve student achievement. Heather Hills met all of its 17 AYP categories, and within two years was removed from school improvement status.



Second, I used an individualized staff development and goal setting model to support each teacher's individual growth as an educator. Each year I met with teachers to identify areas that they felt they needed support or where they were most interested in growing professionally. Each teacher then wrote an individual goal for the next school year. By identifying common trends for small group book studies, outside professional development opportunities, or arranging for independent study time, teachers were able to work towards meaningful and differentiated staff development goals. Teachers reported that they appreciated this model and that they gained from having time to focus on individual growth in their area of greatest need or interest.

Attachment 21e – Organizational Chart



Attachment 22a

FIRST-YEAR STAFFING

CATEGORY	POSITION	2012-13 FTE
ADMINISTRATION	Principal	1.0
	Assistant Principal	1.0
	Office/Business Manager	1.0
	Administrative Assistant	1.0
STUDENT SERVICES	Special Education Teacher	3.0
	Counselor	1.0
	Instructional Technology Cord.	1.0
LICENSED TEACHERS	Elementary (KG - 5th)	12
	Middle School (6th - 8th)	4
	High School (9th - 12th)	5.0
	Literacy Coach	1
	Math Coach	1
	Related Arts	4
CLASSROOM AIDES	Elementary (KG - 5th)	7
	Middle School (6th - 8th)	1
	High School (9th - 12th)	1

High School (10th - 12th)

1

1

1

1

Attachment 22b - Staffing Projections

CATEGORY	POSITION	2013-14 FTE	2014-15 FTE	2015-16 FTE	2016-17 FTE
ADMINISTRATION	Principal	1.0	2	2	2
	Assistant Principal	1.0	1	1	2
	Office/Business Manager	1.0	1	2	2
	Administrative Assistant	1.0	2	2	2
STUDENT SERVICES	Special Education Teacher	3.0	4	4	4
	College Counselor	1.0	1	1	2
	Instructional Technology Cord.	1	1	1	1
LICENSED TEACHERS	Elementary (KG - 6th)	14	14	14	14
	Junior High (7th - 9th)	4	5	5	5
	High School (10th - 12th)	5.0	6	6	8
	Literacy Coach	1	1	2	2
	Math Coach	1	1	1	1
	Related Arts	5	7	8	8
CLASSROOM AIDES	Elementary (KG - 6th)	8	8	8	8
	Junior High (7th - 9th)	1	1	2	2
	High School (10th - 12th)	1	1	1	1

CHART 22b: STAFFING PROJECTIONS

CATEGORY	POSITION	2013-14 FTE	2014-15 FTE	2015-16 FTE	2016-17 FTE
ADMINISTRATION	Principal	1.0	1.0	1.0	1.0
	Assistant Principal	1.0	1.0	1.0	1.0
	Office/Business Manager	1.0	1.0	1.0	1.0
	Administrative Assistant	1.0	1.0	1.0	2.0
STUDENT SERVICES	Special Education Teacher	4.0	4.0	5.0	6.0
	Related Classes	3.5	4.0	4.0	5.0
	College Counselor	1.0	1.0	1.0	1.0
LICENSED TEACHERS	Math/Lang Arts Coach	2.0	2.0	3.0	3.0
	Junior High (7th - 9th)	6.0	7.0	8.0	8.0
	High School (10th - 12th)	6.0	7.0	8.0	8.0
CLASSROOM AIDES					
	Junior High (7th - 9th)	3.0	3.0	4.0	4.0
	High School (10th - 12th)	4.0	4.0	4.0	5.0

Preoperational Year NOT APPLICABLE - SCHOOL ALREADY IN OPERATION		
SCHOOL NAME: Fall Creek Academy		DATES COVERED:
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)		
Other Grants (Please Describe)		
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)		
TOTAL CASH IN (INCOME)		
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal		
Accounting and Consulting		
Filing		
Fundraising		
Marketing: Including Printing and Postage		
Rent: Office Space and Utilities		
Supplies		
Equipment		
Labor		
Other (Please Describe)		
TOTAL EXPENSES		

General Liability Insurance														
Health Insurance														
Property & Casualty Insurance														
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds														
Umbrella/excess Liability														
Vehicle Insurance														
Worker's Compensation Insurance														
Other Insurance Expense (Please Describe)														
Total Insurance			22,000											22,000
<i>E. Service Contracts</i>														
Academic Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Business Services	HR, IT, Legal, Finance/Accounting, Special Ed, Marketing, Operations	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Accounting & Payroll Services	payroll processing	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Consulting Services		-	-	-	-	-	-	-	-	-	-	-	-	
Data Processing Services	Incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment Rental & Lease		-	-	-	-	-	-	-	-	-	-	-	-	
Food Service Contract		15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	190,000
Legal Services	Incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	
IDEA Related Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Professional & Technical Services	Incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	
Pupil Transportation Contract		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
College Program (tuition/textbooks)			10,000						10,000					20,000
Security Services		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Athletic Coaching Stipends			7,500						7,500					15,000
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	
Other Service Contracts		-	-	-	-	-	-	-	-	-	-	-	-	
Total Service Contracts		47,917	65,417	47,917	47,917	47,917	47,917	47,917	65,417	47,917	47,917	47,917	47,917	610,000
<i>F. Supplies & Materials</i>														
Advertising		9,000								6,000				15,000
Computer Software		20,000												20,000
Custodial Supplies		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Instructional Supplies		15,000						5,000						20,000
Library Books														
Office Supplies & Expense		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Postage		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Printing														
Subscriptions														
Extracurricular Activities			5,000	5,000				5,000	5,000					20,000
Testing & Evaluation Supplies								4,000						4,000
Core Knowledge/Proj Lead The Way		50,000												50,000
Textbooks		50,000												50,000
Other Supplies & Materials	Title I support	20,000						19,000						39,000
Total Supplies & Materials		166,667	7,667	7,667	2,667	2,667	2,667	35,667	7,667	8,667	2,667	2,667	2,667	250,000
<i>G. Capital Outlay</i>														
Computer Hardware	offset by E-rate	20,000												20,000
Computer Software														
Office Furniture & Equipment		5,000												5,000
Instructional Furniture & Equipment		5,000												5,000
Vehicles														
Land Purchases														
Improvements & Alterations														
Other Capital Outlay														
Total Capital Outlay		30,000												30,000
<i>H. Other Expenditures</i>														
Audit Expense				2,000										2,000
Dues & Fees		166.67	167	167	167	167	167	167	167	167	167	167	167	2,000
Judgments														
Debt Services														
Travel Expense/Mileage														
Reimbursement														
Field Trips			1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Washington DC/Chicago/NY Trips					5,000		5,000		5,000		5,000			15,000
Temp Cash Loan Repay							50,000	50,000		50,000	50,000			200,000
Payments to an EMO														
BSU Administrative Fee		6,795	6,795	6,795	6,795	6,795	6,795	6,795	6,795	6,795	6,795	6,795	6,795	81,540
Total Other Expenditures		6,962	7,962	9,962	12,962	7,962	62,962	57,962	7,962	62,962	57,962	7,962	6,962	310,540
TOTAL EXPENDITURES		480,778	333,278	275,778	273,778	268,778	323,778	351,778	291,278	329,778	318,778	268,778	266,778	3,783,336
REMAINING CASH BALANCE (DEFICIT)		26,222	19,944	21,166	24,388	52,610	20,832	55,054	49,776	48,998	16,220	33,442	52,664	22,664

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Board Errors and Omissions	comprehensive package		22,660											22,660
General Liability Insurance														
Health Insurance														
Property & Casualty Insurance														
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds														
Umbrella/excess Liability														
Vehicle Insurance														
Worker's Compensation Insurance														
Other Insurance Expense (Please Describe)														
Total Insurance			22,660											22,660
E. Service Contracts														
Academic Services		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Business Services	HR, IT, Legal, Finance/Accounting, Special Ed, Marketing, Operations	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
Accounting & Payroll Services	payroll processing	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Consulting Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Data Processing Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental & Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service Contract		19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	230,000
Legal Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Related Services		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Professional & Technical Services	incl in Business Sv.	-	-	-	-	-	-	-	-	-	-	-	-	-
Pupil Transportation Contract		6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	6,008	72,100
College Program (tuition/textbooks)		10,000							10,000					20,000
Security Services		583	583	583	583	583	583	583	583	583	583	583	583	7,000
Athletic Coaching Stipends			9,000						9,000					18,000
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Service Contracts		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Service Contracts		52,258	71,258	52,258	52,258	52,258	52,258	52,258	71,258	52,258	52,258	52,258	52,258	665,100
F. Supplies & Materials														
Advertising		9,000								6,000				15,000
Computer Software		20,000												20,000
Custodial Supplies		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Instructional Supplies		20,000						10,000						30,000
Library Books														
Office Supplies & Expense		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Postage		667	667	667	667	667	667	667	667	667	667	667	667	8,000
Printing														
Subscriptions														
Extracurricular Activities			6,000	6,000				6,000	6,000					24,000
Testing & Evaluation Supplies								4,000						4,000
Core Knowledge/Proj Lead The Way		50,000												50,000
Textbooks		60,000												60,000
Other Supplies & Materials	Title I support	20,000						8,000						28,000
Total Supplies & Materials		182,750	9,750	9,750	3,750	3,750	3,750	31,750	9,750	9,750	3,750	3,750	3,750	276,000
G. Capital Outlay														
Computer Hardware	offset by E-rate	20,000												20,000
Computer Software		-												
Office Furniture & Equipment		15,000												15,000
Instructional Furniture & Equipment		40,000												40,000
Vehicles		-												
Land Purchases		-												
Improvements & Alterations		-												
Other Capital Outlay		-												
Total Capital Outlay		75,000												75,000
H. Other Expenditures														
Audit Expense				2,000										2,000
Dues & Fees		166.67	167	167	167	167	167	167	167	167	167	167	167	2,000
Judgments														
Debt Services														
Travel Expense/Mileage														
Reimbursement														
Field Trips			1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Washington DC/Chicago/NY Trips					7,500	7,500			7,500					22,500
Temp Cash Loan Repay								170,000	50,000					220,000
Payments to an EMO														
BSU Administrative Fee		7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	7,605	91,260
Total Other Expenditures		7,772	9,272	11,272	16,772	9,272	16,772	179,272	9,272	66,772	9,272	9,272	7,772	352,760
TOTAL EXPENDITURES		593,836	389,996	325,336	324,836	317,336	324,836	515,336	342,336	380,836	317,336	317,336	314,836	4,464,190
REMAINING CASH BALANCE (DEFICIT)		20,662	22,499	38,996	55,994	105,492	137,489	63,986	63,484	79,481	103,979	128,477	155,474	102,810

Budget Schedule 18 C						
Projected Five Year Cash Flow						
	School Name: Fall Creek Academy					
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
Dates Covered	Approval - June 30, 20	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - June 30, 2015	July 1, 2015 - June 30, 2016	July 1, 2016 - June 30, 2017
Projected Enrollment		400 (ADM: 385)	475 (ADM: 460)	550 (ADM: 520)	650 (ADM: 620)	700 (ADM: 670)
Minimum enrollment for financial viability		250	300	300	300	300
CARRY OVER		30,000	52,664	155,474	132,266	183,657
I. CASH IN (INCOME):						
Donations/Gifts		50,000	50,000	50,000	50,000	50,000
Food Service		200,000	240,000	260,000	290,000	320,000
Investment Earnings						
Loan From Common School Loan			270,000	216,000	220,000	
Other Grants		460,000	550,000	640,000	710,000	750,000
State Grants		178,000	195,000	210,000	240,000	280,000
State Tuition Support		2,718,000	3,042,000	3,528,000	4,166,000	4,773,000
Transportation						
Other (Please Describe)		200,000	220,000	200,000	200,000	200,000
TOTAL CASH IN (INCOME):		3,806,000	4,567,000	5,104,000	5,876,000	6,373,000

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
II. EXPENDITURES:						
A. Employee Salaries						
Director/Principal		80,000	83,200	87,000	92,000	94,760
Assistant Principal		70,000	72,800	140,000	145,600	151,424
Other Administration - Business Manager		30,000	31,200	32,760	34,398	36,118
Classroom Assistants		180,000	207,200	213,416	243,818	253,571
Clerical		25,000	26,000	53,000	55,120	57,325
Counselor		45,000	45,000	47,250	49,613	100,000
Instructional Tech		30,000	31,200	55,000	57,200	59,488
Summer School Stipends		40,000	50,000	60,000	65,000	70,000
Consultants						
Librarians						
Overtime Expense						
Social Workers						
Substitute Teachers		10,000	10,000	13,000	15,000	17,000
Teachers		1,150,000	1,346,600	1,560,464	1,748,883	1,994,838
Technicians						
Temporary Salaries						
Other Human Resource Expense		30,000	40,000	60,000	70,000	80,000
Total Employee Salaries		1,690,000	1,943,200	2,321,890	2,576,632	2,914,524

B. Employee Benefits						
Group Dental Insurance		35,000	42,000	48,000	60,000	70,000
Group Health Insurance		100,000	130,000	160,000	200,000	240,000
Group Life Insurance						
Long-Term Disability Insurance						
Public Empl/Teacher Retirement		135,200	155,456	185,751	206,131	233,162
Social Security & Medicare		67,596	77,724	92,876	103,065	116,581
Unemployment Compensation		15,000	17,000	20,000	25,000	35,000
Workers Compensation		8,000	8,500	10,000	12,000	16,000
Other Employee Benefits						
Total Employee Benefits		360,796	430,680	516,627	606,196	710,743

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
C. Rental of Facilities & Utilities						
Electricity		45,000	71,350	74,204	77,172	80,259
Gas, Oil, or Steam Heat		20,000	30,600	31,824	33,097	34,421
Grass and Tree Services		8,000	11,240	11,690	12,157	12,643
Internet Access		20,000	30,600	31,824	33,097	34,421
Mortgage		330,000	425,000	425,000	500,000	500,000
Rent						
Repair & Maintenance Services		10,000	20,000	25,000	30,000	30,000
Telephone Long Distance		5,000	7,000	7,280	7,571	7,874
Trash Removal		4,000	5,000	5,200	5,408	5,624
Utilities						
Water & Sewer		13,000	18,000	18,720	19,469	20,248
Cleaning		55,000	80,000	83,200	86,528	89,989
Total Rent and Utilities		510,000	698,790	713,942	804,499	815,479
D. Insurance						

Board Errors and Omissions		22,000	22,660	24,926	27,419	30,160
General Liability Insurance						
Health Insurance						
Property & Casualty Insurance						
Property & Inland Marine						
Theft Insurance						
Treasurer Bonds						
Umbrella/excess Liability						
Vehicle Insurance						
Worker's Compensation Insurance						
Total Insurance		22,000	22,660	24,926	27,419	30,160

<i>E. Service Contracts</i>						
Academic Services		50,000	50,000	75,000	90,000	90,000
Business Services		200,000	200,000	225,000	250,000	250,000
Accounting & Payroll Services		8,000	8,000	10,000	10,000	10,000
Consulting Services						
Data Processing Services						
Equipment Rental & Lease						
Food Service Contract		190,000	230,000	260,000	280,000	310,000
Legal Services						
IDEA Related Svcs		50,000	60,000	70,000	80,000	90,000
Professional & Technical Services						
Pupil Transportation Contract		70,000	72,100	109,984	114,383	118,959
College Program		20,000	20,000	30,000	45,000	55,000
Security Services		7,000	7,000	8,000	8,500	9,000
Athletic Coaching Stip		15,000	18,000	22,000	30,000	35,000
Staff Development						
Other Service Contracts						
Total Service Contracts		610,000	665,100	809,984	907,883	967,959

	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year	Third Fiscal Year:	Fourth Fiscal Year:	Fifth Fiscal Year:
<i>F. Supplies & Materials</i>						
Advertising		15,000	15,000	15,000	15,000	15,000
Computer Software		20,000	20,000	20,000	20,000	20,000
Custodial Supplies		7,000	12,000	13,000	14,000	15,000
Instructional Supplies		20,000	30,000	45,000	55,000	65,000
Library Books						
Office Supplies & Expense		20,000	25,000	35,000	35,000	40,000
Postage		5,000	8,000	10,000	12,000	14,000
Printing						
Subscriptions						
Extracurric		20,000	24,000	30,000	35,000	40,000
Testing & Evaluation Supplies		4,000	4,000	5,000	5,000	6,000
Core K/PLTW		50,000	50,000	50,000	50,000	50,000
Textbooks		50,000	60,000	60,000	60,000	70,000
Other Supplies & Materials		39,000	28,000	25,000	30,000	30,000
Total Supplies & Materials		250,000	276,000	308,000	331,000	365,000

<i>G. Capital Outlay</i>						
Computer Hardware		20,000	20,000	40,000	100,000	100,000
Computer Software						
Office Furniture & Equipment		5,000	15,000	5,000	5,000	5,000
Instructional Furniture & Equipment		5,000	40,000	30,000	30,000	30,000
Vehicles					50,000	
Land Purchases						
Improvements \$ Alterations						
Other Capital Outlay						
Total Capital Outlay		30,000	75,000	75,000	185,000	135,000

<i>H. Other Expenditures</i>						
Audit Expense		2,000	2,000	3,000	3,000	3,000
Dues & Fees		2,000	2,000	3,000	3,000	3,000
Judgments						
Debt Services						
Travel Expense/Mileage						
Reimbursement						
Field Trips		25,000	37,500	45,000	55,000	80,000
Payment to an EMO						
Temp loan repay		200,000	220,000	200,000	200,000	200,000
BSU Administrative Fee		81,540	91,260	105,840	124,980	143,190
Total Other Expenditures		310,540	352,760	356,840	385,980	429,190

TOTAL EXPENDITURES		3,783,336	4,464,190	5,127,208	5,824,609	6,368,055
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REMAINING CASH BALANCE (DEFICIT)		52,664	155,474	132,266	183,657	188,602
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Attachment 29d - Facilities Form

Facilities

A. *School district in which the school will locate:*

Indianapolis Public Schools district.

B. *Geographic preference within the district:*

Near Southside.

C. *Address (if a site has been secured):*

1615 South Barth Avenue, Indianapolis, Indiana 46203

D. *Does the school plan a stand-alone facility or will the school co-locate with another organization?*

It is a stand-alone facility (no shared space) in a building that is shared with another charter school.

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average	Number	Average	Number	Average
		Size		Size		Size
Classrooms	22		22		24	
Offices	3		3		3	
Meeting/Counseling	4		4		4	
*Gym/Physical Fitness	1		1		1	
Kitchen	1		1		1	
*Dining	1		1		1	
*Performance/Auditorium	1		1		1	
Library						
Media						
Hallways	2		2		2	
Locker Space						
Restrooms	7		7		7	

The spaces below are often shared in one way or another. Please note if the school plans to use such shared space; i.e. cafeteria and auditorium as a single space.

Attachment 29d - Facilities Form

*Gym, Dining, and Performance/Auditorium are semi shared. The actual gym and cafeteria spaces are separate, but they share common location in the building and are not separated by walls. Serving takes place in the gym area.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements	30,000	30,000	30,000
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation	8%	7%	7%
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation	\$915	\$785	\$680
Anticipated Annual Utility Budget	\$77,000	\$77,000	\$77,000

Note: If the facility will be leased from a religious organization, you must read and comply with the Ball State University, Office of Charter School's **POLICY REGARDING AN ORGANIZER LEASING SPACE FROM A RELIGIOUS ORGANIZATION.**

Attachment 29d - Facilities Form

Facilities

A. *School district in which the school will locate:*

Indianapolis Public Schools district.

B. *Geographic preference within the district:*

Mid-north.

C. *Address (if a site has been secured):*

2540 N. Capitol Street, Indianapolis, IN 46208-3771

D. *Does the school plan a stand-alone facility or will the school co-locate with another organization?*

It is a stand-alone facility.

Space (Use blanks for additional needs)	Year One		Year Two		Year Three	
	Number	Average	Number	Average	Number	Average
		Size		Size		Size
Classrooms	22		22		24	
Offices	3		3		3	
Meeting/Counseling	4		4		4	
*Gym/Physical Fitness	1		1		1	
Kitchen	1		1		1	
*Dining	1		1		1	
*Performance/Auditorium	1		1		1	
Library						
Media						
Hallways	2		2		2	
Locker Space						
Restrooms	11		15		17	

The spaces below are often shared in one way or another. Please note if the school plans to use such shared space; i.e. cafeteria and auditorium as a single space.

Attachment 29d - Facilities Form

*Gym, Dining, and Performance/Auditorium are semi shared. The actual gym and cafeteria spaces are separate, but they share common location in the building and are not separated by walls. Serving takes place in the gym area.

	Year One	Year Two	Year Three
Total Estimate Square Foot Requirements			
Percent of budget dedicated to Facility Rental, Mortgage, and Construction/Renovation			
Number of Dollars per child dedicated to Facility Rental, Mortgage, and Construction/Renovation			
Anticipated Annual Utility Budget			

Note: If the facility will be leased from a religious organization, you must read and comply with the Ball State University, Office of Charter School's **POLICY REGARDING AN ORGANIZER LEASING SPACE FROM A RELIGIOUS ORGANIZATION.**

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.

The Board of Directors for Fall Creek Academy hereby assures the Office of Charter Schools at Ball State University that it has read, understands, and will comply with all stated policies regarding Organizer Governance.

BYLAWS
OF
21ST CENTURY CHARTER SCHOOL, INC.

Revised and Approved May 5, 2005

ARTICLE I

Board of Directors

Section 1.1. Duties and Qualifications. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 1.2. Number, Term, and Appointment The Board of Directors shall be appointed by Greater Education Opportunities Foundation (the "Supported Organization") and shall consist of a minimum of three (3) directors and a maximum of fifteen (15) directors. Each director shall serve for a term of three (3) years.

Despite the expiration of a director's term, the director continues to serve until a successor is elected and qualifies, or until there is a decrease in the number of directors.

Section 1.3. Vacancies. Any vacancy among the directors caused by death, resignation, removal, increase in the number of directors or otherwise may be filled by appointment of the Supported Organization. The term of office of a director chosen to fill a vacancy shall expire at the later of the expiration of the unexpired term which the director was chosen to fill, or at such time as a successor shall be duly elected and qualified.

Section 1.4. Removal. Any director may be removed, with or without cause, by the Supported Organization.

Section 1.5. Annual Meetings. The Board of Directors shall meet at a time and place to be determined by the Board of Directors each year, for the purpose of election of officers of the Corporation and consideration of any other business which may be brought before the meeting. Notice shall be provided for the holding of an annual meeting in accordance with the provisions of IC 5-14-1.5.

Section 1.6. Other Meetings. Regular meetings of the Board of Directors may be held pursuant to a resolution of the Board to such effect, and shall be held whenever convenient for the Board of Directors. Unless otherwise provided by the Board of Directors, regular meetings shall be held at the Corporation's principal office. Notice shall be provided for the holding of a regular meeting in accordance with the provisions of IC 5-14-1.5. Special meetings of the Board of Directors may be held upon the call of the Chairman or four (4) of the directors then in office and upon at least forty-eight (48) hours notice specifying the date, time, place and purpose or purposes of the meeting, given to each director either personally or by mail, facsimile

transmission, electronic mail or telephone. Oral notice is authorized. A director may waive any required notice of an annual, regular or special meeting. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or Corporate records. 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, or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting. Notwithstanding the foregoing notice provisions, notice must be provided in accordance with the provisions of IC 5-14-1.5 for any special meeting of the Board of Directors.

Section 1.7. Participation. A director may participate in an annual, a regular or a special meeting of the Board of Directors by or through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, provided such participation complies with the requirements of IC 5-14-1.5. A director participating by this means is considered to be present in person at the meeting.

Section 1.8. Quorum; Voting. A majority of the directors in office when action is taken, but in no event fewer than two (2) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws.

Section 1.9. Action by Consent. The Board of Directors may not take action by written consent. The Board of Directors may act only at a general public meeting in compliance with the provisions of IC 5-14-1.5.

Section 1.10. Open Door Law. Any and all notes, minutes and decisions resulting from a meeting or action of the Board of Directors must comply in all respects with the provisions of IC 5-14-1.5.

Section 1.11. Committees. The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions or authority of the Board of Directors, except where prohibited by law; provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be directors, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee and the appointment of its members shall be by a majority of all directors in office when the action is taken. Under no circumstances shall a committee be authorized to (i) authorize any distributions, (ii) approve any action for which the approval of the Board of Directors is otherwise required, (iii) adopt, amend, repeal or waive any provisions of the Articles of Incorporation of the Corporation, or (iv) adopt, amend, repeal or waive any provisions of these Bylaws.

ARTICLE II

Officers

Section 2.1. Officers and Qualifications Thereof. The officers of the Corporation shall consist of a Chairman, a Vice Chairman, a Secretary and a Treasurer. The officers shall be chosen by the Board of Directors. Any two (2) or more offices, other than that of Chairman and Secretary, may be held by the same person.

Section 2.2. Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal or death.

Section 2.3. Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Section 2.4. Removal. Any officer of the Corporation may be removed, with or without cause, at any time by the Board of Directors.

Section 2.5. Compensation. The officers of the Corporation shall receive no compensation for their services in such offices.

ARTICLE III

Powers and Duties of Officers

Section 3.1. Chairman. The Chairman, if present, shall preside at all meetings of the Board of Directors. At each annual meeting of directors, the Chairman or the Chairman's designee shall report on the activities of the Corporation.

Section 3.2. Vice Chairman. Subject to the general control of the Board of Directors, if the Chairman is not present, the Vice Chairman shall discharge all the usual functions of the Chairman and shall have such other powers and duties as these Bylaws, the Board of Directors or an officer authorized by the Board may prescribe.

Section 3.3. Secretary. The Secretary shall attend all meetings of the Board of Directors, and prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of such meetings, and shall perform a like duty, when required, for all committees appointed by the Board of Directors. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform all duties

pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Section 3.4. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the directors, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer. The Treasurer may be bonded by an indemnity bonding company for such amount as the Board of Directors may require.

Section 3.5. Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who 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 these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

ARTICLE IV

Nondiscrimination

No school owned or operated by the Corporation shall discriminate against any student, teacher or employee on the basis of race, religion, gender or national origin. Furthermore, with respect to students, such school shall admit students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs and activities generally accorded or made available to students at such school. Any such school shall not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs or athletic or other school-administered programs.

ARTICLE V

MISCELLANEOUS

Section 5.1. Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Section 5.2. Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the

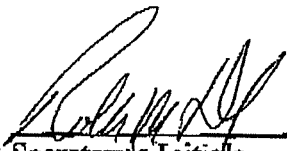
Corporation shall be executed on behalf of the Corporation by the Chairman and, if required, attested by the Secretary or an assistant secretary.

Section 5.3. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on the immediately following June 30.

ARTICLE VI

Amendments

Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these Bylaws is vested in the Board of Directors. The Corporation must provide notice to the directors of any meeting at which an amendment to the Bylaws is to be considered and voted upon. The affirmative vote of two-thirds of the members of the Board of Directors shall be required in order to amend, alter or repeal all or any part of these Bylaws.


Secretary's Initials

Date: 5-9-05

INDY 978527v1

Attachment 35 – School Admissions Policy

Fall Creek Academy organizes an annual enrollment lottery. The lottery is to be held on location at Fall Creek Academy when enrollment for a grade level reaches or exceeds capacity for the upcoming school year. The results of the lottery are announced the week after the lottery and parents are notified by mail of their child's enrollment status. The proposed schedule for the enrollment and lottery is as follows:

Launch lottery advertising ("save the date") begins	November 7, 2011
Lottery forms to the schools	December 5, 2011
Lottery opens online	January 9, 2012
Applications close	March 15, 1012
Lottery Event	March 22, 1012

The Lottery Process:

1. The Lottery Process Policy & Procedures will be reviewed annually.
2. A third-party representative will be recruited to administer the lottery.
(EM Hughes & Associates for the 2011-12 school years)
3. The lottery application will be made available in hard copy and electronically via email and the internet on the Fall Creek Academy website.
4. The parent/guardian will complete a lottery application and submit the application via mail, internet, fax, email or in person by the posted deadline.
5. Each Fall Creek Academy student applying will be assigned a lottery number, following the format below: **11F05010**
11 = school year in the fall
F = Fall Creek
05 = grade level of student
010 = sequential order of applications received, starting with 001...
6. For each student, a lottery card with their assigned number will be created for submission to the lottery board. The siblings of that student will have their lottery numbers written below the student's personal lottery number.
7. The lottery cards will be kept in numerical order prior to the lottery and banded together for security. The lottery cards will be separated by grade level.
8. The third party representative will verify that there is a card for each applicant and that each sibling's number also matches those on their respective applications.

9. A lottery board with available spots will be displayed in the room on location where the lottery will be held.
10. The rules of the lottery will be read to the audience clearly.
11. After reading the rules, the audience will be given a chance to ask any final questions. Once questions have been addressed, the third party representative will begin the lottery.
12. If there are available spaces, sibling cards currently enrolled students (indicated by using a colored card for each sibling) will be placed on the board for enrollment. If there are not enough spaces available, a sibling lottery is held first.

STEPS:

- a. The cards will be folded and placed in the jars in front of the audience, assuring that all cards are included, one grade level at a time.
 - b. The oldest grade level will be drawn first by the third party representative.
 - c. The number will be announced and the card placed on the board in the first available space for that grade level.
 - d. If a drawn card has sibling numbers attached, the siblings' lottery cards will be removed from their grade level(s) packets and will be placed on the appropriate grade level space on the lottery board, if available. If space is not available for that sibling, then the child is entered onto the waitlist in the order in which his/her sibling was selected.
 - e. A person will be recording on a separate sheet the minutes of the proceedings and will have a paper chart (or computer spreadsheet) where they will write the numbers as drawn, as a back-up of the proceedings.
 - f. The procedure will continue as described until all spaces for oldest grade level are filled and will continue until all lottery cards have been drawn to establish a wait list that will be recorded in the order drawn.
 - g. When finished, the lottery cards will stay on the lottery board as drawn. The excel worksheet (or paper copy) being kept separately, will be compared to the board for accuracy by the third party representative.
 - h. The third party representative will then declare the proceedings closed.
13. Parents of students that were selected will be notified of the lottery results.
 14. Families that turn in applications after the lottery will be placed on the wait list after the lottery candidates on a first come, first served basis.

15. Even though a student enrolls in a grade level, Fall Creek Academy will assess the student and place them at the appropriate instructional level in each subject.

Nondiscrimination Policy

The Fall Creek Academy, Inc. shall not discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Attachment 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.

DISCIPLINE PLAN / FALL CREEK ACADEMY PROCEDURES

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

The Rotundas and Hallways:

- Out of respect for other learners, rotundas and hallways are always a: **Quiet Zone**
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

Restroom:

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

Monday Morning Community Meeting:

- All students will sit on the bleachers in the gym in their assigned area.
- When the community meeting begins at 7:15, all talking stops
- All students will stand for the Pledge of Allegiance and Moment of Silence
- Announcements and other information will be shared by school staff
- Students will then exit by grade to their appropriate rotunda

School Assemblies:

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.

- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the “five” signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

Dismissal:

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

Clinic/Office Area:

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.
- Students are prohibited from “adult only” areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

Active Listening:

- Get quiet immediately when the teacher says, “Give me five.”
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

Recess:

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or “piling on” games are allowed.

- “Play-fighting” or martial arts moves are not allowed. Inappropriate physical gestures (ie hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (ie stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

Cafeteria:

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should “Eat first and talk last.”
- When finished eating, students may talk quietly using “Restaurant voices”. QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.
- Do not leave seat without adult permission.
- Observe the “Give me five” signal when given, and obey the “No talking” rule when in effect.
- Dismissal from the café will be a “No talking” time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be “Excused to line up” when they are quiet, their area is clean, and their trays are ready to go.
- Students may not “charge” a lunch. They must have funds on account or in hand to pay for lunch.

Bus Conduct Procedures

YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.

- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—BE ON TIME! (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- REMEMBER: Loud talking, laughing, or unnecessary confusion diverts the driver's attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Administrative Assistant and/or the Principal.

CONSEQUENCES FOR NONCOMPLIANCE

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet
- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Fall Creek Academy and can result in suspension/expulsion and/or arrest. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (Including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of "due process."

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout
- Suspension

- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Fall Creek Academy at Fall Creek in accordance with state-mandated hearing guidelines.

Conferences – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

Detention / Saturday School / In-School Timeout– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

Parent Shadowing- The parent will need to come in to the school for an entire day and attend classes with their child.

Suspension – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him;
2. And, if he denies the charges, a summary of the evidence against him; and
3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal Teacher shall send a written statement to the student's parents describing the

student's misconduct. The Principal Teacher shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

Expulsion – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal Teacher for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

A. Suspension

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving
10. Other violations which are detrimental to school purposes. (See separate technology section.)

B. Expulsion

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives

5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus
6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

Other Courses of Action – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

Attachment 37. Health and Safety Measures

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

FCA enjoys a long-standing relationship with Learning Well, an Indianapolis based nonprofit, that funds a clinic within the school building, including a full-time nurse.

The Learning Well nurse, working with the principal, ensures that health requirements are met. The nurse works with the school to schedule examinations, to institute health policies, and to make certain that staff members are equipped with the knowledge and equipment to handle their immediate needs. (The agreement with Learning Well is available upon request.)

The Safety Plan included in Section 47 enumerates the responsibilities of staff members when it comes to the safety of FCA's students. The ultimate accountability for implementation resides with the school principal.

Attachment 38 - School's Leadership and Teacher Employment Policies

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

The following is provided to its partner schools as a service by the GEO Foundation:

Teacher/Paraprofessional Agreement 2011-2012 School Year

School (check one):

_____ Fall Creek Academy _____ 21st Century Charter School at Gary
_____ Southside Charter School _____ Pikes Peak Prep

Employee:

_____ (Name)

_____ (Address)

Position:

Teaching Staff Classifications (check one):

Certified:

_____ Licensed Teacher
_____ Emergency License
_____ Transition to Teaching
_____ Teach For America
_____ Project Lead the Way

Non-Certified:

_____ Learning Guide/Paraprofessional

Base Salary Rate:

\$_____ Annual Rate

Start Date: _____

Teaching Staff Classifications:

Licensed Teachers: Will be responsible for implementing the curriculum, maintaining positive learning environment according to the GEO Academies model, coordinating with learning guides, maintaining current attainment level information, analyzing data, assigning additional studies to students not meeting or exceeding attainment, informing parents when there is academic or behavioral concern, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for recruiting students, ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the Principal. Licensed Teachers will also participate in the Mentor Teaching program, according to their academic level. Specifics for job performance are set forth in Attachment B.

Emergency License: An Emergency (aka Limited License) Teacher will perform teaching duties as above and as directed by Principal. This teacher must have a Bachelor's Degree, and be currently enrolled in classes and working towards a full-time license. An Emergency License will be granted by the State in emergency situations and will be valid for two years only.

Transition to Teaching: A Transition Teacher will perform teaching duties as above and as directed by Principal. Must possess a Bachelor's Degree, and be currently enrolled in college classes and working towards a full teaching license.

Teach For America: A Teach for America Teacher will perform teaching duties as above and as directed by Principal. Must possess a Bachelor's Degree, and be currently enrolled in the Teach for America Program.

Learning Guides/Paraprofessionals: This specialized educator will perform teaching duties as directed by Principal. Learning Guides are exempt from the licensing requirement, but must have a Bachelor's Degree, or have passed the Indiana Paraprofessional Exam.

A. Job Duties for all Teaching Staff:

All teaching staff will be required to work approximately a 40-hour week. Occasionally, after hours work may be required, with no additional reimbursement. Teaching staff may be assigned additional job-related duties, from time to time. Such additional duties shall not be the basis for

additional compensation beyond the annual sum specified below, unless agreed upon by separate agreement. Teaching staff will also be required to assist with extra-curricular programs on a rotating basis.

All teaching staff will be responsible for student recruitment and retention. In addition to all duties outlined above, teaching staff will be responsible for an additional 20 hours per year devoted to student recruitment. (This requirement is reduced to 10 hours for teachers sponsoring and operating active clubs, sports, and other extra-curricular activities.) Responsibilities could include, but are not limited to, working in committees and teams to devise recruiting strategies, marketing, writing, attending community events, and any other activity that supports student recruitment. All hours shall be verified and signed off on by the principal, and shall be part of the basis of an employees' evaluation.

Initials:_____

B. COMPENSATION:

1. Wages are based on the annual salary rate as noted above and payable from the first day of work, in accordance with the Employee Handbook. Teaching Staff are paid earned wages based on 24 pay cycles per year. Summer wages will be prorated based on actual days worked. Teaching Staff are **not** paid a daily rate nor on a calendar day basis.
2. Additional compensation: Additional compensation may be offered for additional job duties outside of this agreement. Such additional duties and compensation must be documented in writing - including job duties, performance evaluation rubric, and additional salary – and signed by the employee, the principal, and the School Treasurer.
3. Additional Benefits are as outlined in Attachment A. Such benefits may be amended from time to time, upon the agreement of the parties. Such amendments shall be agreed to in writing, attached hereto, and incorporated by reference into this agreement.

C. OTHER PROVISIONS:

1. Conditional Employment
 1. Employee understands that their employment is conditional upon a successful criminal background check, including all applicable sex offender registries, but not including credit histories.
 2. By signature of this agreement, Employee gives his/her permission to the Employer to conduct a background check as described above.
 3. All required licensure and/or required documentation has been provided to the HR Manager.
2. Termination –

1. At all times, if required in the descriptions above, Teacher is to hold a valid license issued by the Indiana Professional Standards Board or by the State of Colorado, as appropriate. Revocation or loss of this license shall be considered grounds for immediate termination of this Agreement.
2. This Agreement is valid for the 2011-2012 school year only, and may be reviewed and renewed with the agreement of the parties for the following year.
3. Employee acknowledges and understands that notwithstanding any other provision of this Agreement, Employee's employment by Employer shall be "at will" and no guarantee of employment, either express or implied, is provided by this agreement or any other verbal or written commitment.
 1. While legally the Employer may terminate Teacher's employment at any time, without notice, without cause, and without further recourse by Employee, it is the Employer's policy that, in the event of failure of job performance, Employer will work with Employee to develop a Progressive Improvement Plan to help Employee, prior to any steps towards termination.
 2. Other grounds for termination may include, but are not limited to, revocation or other failure of licensure, unprofessional behavior, behavior that endangers students or staff, continual failure to meet job expectations and/or any violation of the Employee Handbook.
4. Employee further understands that charter schools, by law, are exempt from the state requirement that employees must be notified by April 1 of the intentions of the Employer for retention and dismissal.
5. If the Employee intends to resign for any reason prior to the expiration of this Agreement, a two-week notice is preferred, but not required under this agreement.
3. No other conditions of employment, express or implied, shall be construed as part of this Agreement. Employee's signature represents his/her acknowledgment that this Agreement does not provide a right or guarantee to future employment.
4. Employee's signature represents that he/she has read, understands, and agrees to abide by all policies, rules, and directives in the Employee Handbook. Nothing herein shall be construed as limiting Employer's ability to amend or modify its policies, rules and directives at any time. In the event of a conflict between this Agreement and the Employee Handbook, this Agreement shall control.
5. Should any provision of this Agreement be struck by a court of competent jurisdiction, the remaining provisions shall be fully enforceable. This Agreement shall supersede and replace any prior Agreements, either oral or written, that may have existed between the parties hereto.
6. Terms of this Agreement (including Attachments) may be modified as agreed to in writing by the parties, as attached to this document, and incorporated by reference

herein. Any contradictions in terms shall be construed to give effect to the most recent term.

7. No employee shall start work until all new hire paperwork is received and approved by the HR Manager.
8. This Agreement is executed in duplicate this _____ day of _____, 2011, and each party has a copy thereof.

Signed _____
(Employee)

Approved: _____
(Principal)

Approved: _____
(School Treasurer)

**ATTACHMENT A: Schedule of Benefits
Teacher/Paraprofessional**

1. Salary: Salary is as negotiated in the original Agreement, as attached.
2. Insurance –
 - a. Life, Health, Dental, and Disability – GEO Academies (“Employer”) provide Life, Health, Dental and Disability insurance plans for the benefit of its full-time, employees. Employer pays 80% of an employee/only premium for Health and Dental. Employer pays 100% for a basic \$20,000.00 Life Insurance Plan. Any premiums due above this amount will be the responsibility of the employee. Disability and additional Life Insurance is offered on a voluntary and employee/paid basis. All insurance premiums will be set up as a deduction from the employee’s payroll.
 - b. Insurance paperwork shall be completed by the employee and returned to the Human Resource Manager within 10 work days from the first day of employment.
 - a. Benefits begin as of 30-days after the first day of employment.
 - b. Employee is also eligible to participate in employer’s Section 125 plan regarding pre-tax salary for medical expenses.
 - e. Liability – Per Indiana state law, the Employer will carry liability insurance on the employee at no charge to the employee.
3. Retirement –
 - a. While performing duties a teacher or paraprofessional for Employer, Employee shall be eligible to participate in Indiana’s Teacher Retirement Fund Plan, Indiana’s Public Employee’s Retirement Fund Plan, or Colorado’s Public Employee’s Retirement Association, as applicable.
 - b. Employer will contribute matching funds in accordance with relevant state law.
 - c. Notwithstanding any other provision in this agreement, Employer will comply with all provisions of the state retirement funds, as applicable, as required by law.
4. Sick/Personal Days
 - a. Employees shall accrue sick and personal days in accordance with the school’s policies as stated in the Employee Handbook.

PROFESSIONAL TEACHER – JOB DUTIES AND RESPONSIBILITIES

At the GEO Academies (Fall Creek Academy, Fountain Square Academy, 21st Century Charter School at Gary, Pikes Peak Prep), we strive for excellence in education at all levels. Our students deserve the very best that we can give them, and to that end, we have established job duties and responsibilities for Teachers that, when adhered to, will continue to foster excellence in education, create a positive and dynamic environment for both students and staff, and develop students who will excel in all levels of their formal education and beyond.

The following job duties and responsibilities for teachers form the foundation of our schools, and as such, shall be used in teacher evaluations, promotions, compensation determinations, and retention. We hope you will view them as a guide to excellence!

I. ACADEMICS

- a. Teach to state standards.
- b. Prepare students to pass appropriate grade level assessments on time (ISTEP, CSAP, End of Course Assessments, etc.).
- c. Strong use of individual student data to drive instruction, identify gaps in teaching or learning, and close those gaps as needed.
- d. Develop student understanding and mastery of lesson objectives.
- e. Analyze student data on at least a weekly basis to watch for students in academic danger, report to Principal immediately to formulate a plan of action for the student.
- f. Create Objective-Driven Lesson Plans and Assessments including daily lesson plans in accordance with Principal's requirements.
- g. Set Ambitious and Measurable Achievement Goals.
- h. Develop Standards-Based Unit Plans and Assessments
- i. Monitor student homework completion rates, providing additional assistance as necessary (meeting with parents, staying after school, promoting the student's attendance in all additional tutoring opportunities).
- j. Coordination of relevant field trips.
- k. Providing at least one additional enrichment opportunity for students at some time during the year (lead a club, additional project work, athletics, academic super bowl teams, etc.) as approved by Principal.
- l. Especially for students not working on grade level, growing each child's educational abilities by 1.5 years in one year's time.
- m. Think creatively on how to take your students to the next academic level with additional resources, programs, etc. Ask for help!
- n. Engage students in academic content and check for understanding.

- o. Identifies, selects, modifies instructional resources to meet the needs of students with varying background, learning styles, and special needs.
- p. Is aware of students with IEPs, and the requirements of their educational plan. Works with special education team to meet IEP and academic goals.
- q. Establish clear objectives for all lessons, units, and projects – communicates those objectives to students.
- r. Teachers who lead “specials” such as art, music, or physical education should work with classroom teachers to support classroom topics.
- s. For further clarification see:
http://www.doe.in.gov/puttingstudentsfirst/documents/rise_2011-07-10_teacher_effectiveness_rubric_draft.pdf

II. DISCIPLINE

- a. Maintain classroom culture of discipline, attentiveness, and respect.
- b. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- c. Enforce calm, professional student demeanor in hallways, passing periods, lunch and recess, and school events.
- d. Minimize the amount of referrals to Principal or Dean.

III. CULTURE

- a. Maintain a school and classroom environment where students feel safe, supported, and inspired.
- b. Showing support for school and school family outside of traditional academic hours by attendance at school events, including athletics, club or academic events, open houses, etc.
- c. Promote the mission of the school – college, college, college – at all grade levels by showing college pride, displaying college flags, discussing, promoting, and encouraging college for all students. Promote college with both students and parents.
- d. Maintain strong and cooperative relationships with parents by monthly phone or in-person conversations, letters home, monthly classroom newsletters to be posted on the website, contact with parents when attendance or academics are falling behind. (Teachers should keep a log of these contacts.)
- e. Recruit and encourage parental volunteers.
- f. Meet 100% of parent participation in parent/teacher conferences. Be available to meet during non-traditional times (weekends, evenings) if needed to meet this goal.
- g. Return parent phone calls within 24 hours.

- h. Learn about your school leadership – attend at least two board meetings per year.
- i. Display pride in your school by maintaining a professional classroom, monitoring for trash in common areas and encouraging others to do the same.
- j. Display pride in your students by displaying authentic student work on the walls and in school hallways. Update frequently.

IV. ENROLLMENT AND RETENTION

- a. Support recruitment efforts of school by attending school open houses, personally recruiting students, speaking positively and enthusiastically about your school to others.
- b. Retention rate in your classroom of 90% of your students (students who leave for personal reasons outside of your control such as moving do not count against this rate), as measured from official Count Day to the last day of state testing.

V. PROFESSIONALISM

- a. Hold current licensure for subject/grade level hired.
- b. Ensure safety and supervision of students at all time.
- c. Professional dress – minimum of “business casual” at all times, no jeans or shorts. Dress shirts and/or ties recommended for men. Women’s clothing should be of appropriate length and coverage (skirts worn no less than two inches above the knee; shirts high enough to the neck to prevent gaps or over-exposure).
- d. Professional and supportive demeanor at all times – including staff meetings, meetings or contact with parents, student interactions.
- e. Ask for help as needed in any area (professional development, analysis of data, classroom management), recognizing we are all here to support our students and that they deserve the best we can be.

ADDITIONAL COMPENSATED DUTIES

_____ (Employee Name) shall also have the following duties, which shall be in addition to the regular duties as assigned in the Work Agreement, with additional compensation as follows:

Position/Responsibility: _____

Dates/Times of Responsibility: _____

Additional Compensation: \$_____ per hour stipend other _____
(circle one)

Funding Source: _____ General Fund _____ Title I _____ Title II
_____ Other: _____

Notes:

1. Employee acknowledges that this compensation shall NOT be distributed automatically. Employee shall be required to turn in properly approved time sheets, or provide other written directive from the Principal before funds will be distributed.
2. Employee acknowledges that this compensation is separate from the annual compensation outlined in the Work Agreement, and as such, is paid separately. Payment for duties performed may take up to 30 days to process.
3. This Attachment C may be executed and added to the Employee's Work Agreement at any time, it does not need to be executed at the same time.
4. This Attachment MUST be properly signed BEFORE the additional duties take place, or Employee acknowledges that they may not receive compensation.
5. Employee may have more than one Additional Duties agreement.

This Attachment must be signed by all parties below to be valid.

Employee

Principal

Grants Manager or School Treasurer

GEO Foundation School Administration Policy Regarding Criminal Histories

A. Introduction

The GEO Foundation will check the criminal histories of all for members of each Charter School's governing body, and for the Charter School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to the Charter School. This policy shall be consistent with applicable law, the Charter, and with the Ball State University (the "University") Charter School Policy Regarding Criminal Histories.

B. Provisions Regarding Governing Bodies of Charter Schools managed or operated by the GEO Foundation

1. No member of the Charter School's governing body shall have been convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing.
2. The GEO Foundation will obtain, within sixty (60) days of the effective date of the execution of the Charter, an expanded criminal history check, as defined in I.C. 20-26-2-1.5, on each current member of the Organizer's governing body, after obtaining any necessary consent from the individual member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing:
 - a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
 - b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.
3. The GEO Foundation will obtain, at least fourteen (14) days prior to the approval of any prospective new member of the Organizer's governing body, an expanded criminal history check on the prospective new member, after obtaining any necessary consents from the prospective member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing:

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

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

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

1. This policy applies to each of the following individuals and entities:

- a. any person employed or seeking employment with the Charter School;
- b. any person employed or seeking employment with an entity with which the Charter School contracts for services;
- c. any individual that is contracted, or who seeks to enter a contract, to provide services to the Charter School; and
- d. any individual volunteering or seeking to volunteer with the Charter School, ***if the individual is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.***

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

3. This policy provides that any individual subject to this policy that has been convicted of any of the following acts shall be prohibited from employment with the Charter School or with an entity contracting with the Charter School to provide services, or from contracting individually with the Charter School to provide services, unless the Director of the Ball State University Office of Charter Schools expressly waives such prohibition in writing:

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

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

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

6. This policy provides that any individual subject to this policy may not be required by the Charter School to obtain an expanded criminal history check more than one (1) time during a (5) year period.

D. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS

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

2. This policy provides that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

VOLUNTEER AND EMPLOYMENT

BACKGROUND CHECK AUTHORIZATION

I, _____, submit this background check authorization for GEO Foundation. I certify that all of the information provided in my resume and application is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: _____

Have you ever been convicted of a criminal offense? _____

If so, please give explanation: _____

Please list all the places you have lived in the last ten years. List the county and the state for each residence.

I hereby give my written consent to any and all investigation and checks into my background deemed relevant to the consideration of the application, including, but not limited to, a criminal history check with the local Police Department and the Indiana State Police and a national criminal background history check and/or a check of my credit history. I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Charter School Principal Teacher or his or her representatives, and understand and agree that any such information may be disclosed to representatives of the school, the Board of Directors and/or the school's Charter Authorizer. I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Board of Directors of the School and employees of the School from all claims resulting from such disclosure.

Signature _____

Date of Birth _____

Position Desired _____

FCA CONFLICTS OF INTEREST POLICY

(Article IV of Corporate Bylaws)

Section 1: General Policy

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

- a. Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transaction or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- b. Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- c. If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d. Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- e. The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

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

Attachment 41 - Complaint Policy

Overview

Conflicts and disagreements between charter school stakeholders happen. The objective of the school's policy regarding complaints from individuals or groups is to resolve conflicts quickly at the appropriate level of responsibility before they become something larger.

Informal Resolution Process

Individual student or classroom issues should always first be addressed to the classroom teacher. If resolution is not met satisfactorily or if the issue is a school wide problem, the issue can be raised with the school's administrators. If the issue is still not met satisfactorily, the Board of Directors may be contacted individually or during a regular Board of Directors meeting. Note that the best practice for bringing a complaint to the Board of Directors is to provide information in advance of their meeting so that they can properly prepare for addressing the issue. The form below may be used for this purpose. Finally, the school's authorizer has a process for receiving complaints once the issue has been heard and unsatisfactorily addressed by the school.

Formal Process for Potential Violations of the School's Charter or Applicable Law

Parents (as well as any other individual) who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Directors and seek relief. Before using this formal complaint process, it is very important to determine positively that the complaint involves a violation of the charter or law. If it does not, this formal process is not the appropriate avenue to seek a solution to the problem, instead the school would recommend using the informal process described above.

The form below may be used to file a formal complaint with the Board of Directors of the school. It is provided for convenience only and need not be used; however, the information requested in this form should be provided to the school board in some coherent format.

Complaint Form for Submission to Charter School Board of Directors

Today's Date: ____/____/____

Your Name: _____

Your Address: _____

Telephone No.: _____

Fax No.: _____

E-mail Address: _____

Best Time To Reach You: _____

Name of Charter School: _____

Date of Incident: ____/____/____

Name of Student(s): _____

Your Relationship to Student(s)/School: _____

1. In the space below, please provide a detailed statement of your complaint:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Attachment 51 – Food Services Plan and Policy

Fall Creek Academy

Pursuant to IC 20-26-9-2, the Fall Creek Academy will be a "Qualifying school building" since 67% of the students who were enrolled at that school building during the prior school year qualified for free or reduced price lunches under guidelines established under 42 U.S.C. 1758(b); and lunches are served to students.

The school operates a breakfast and lunch program through an outsourced vendor (currently Aramark). The vendor is responsible for developing a nutritious menu that complies with Federal guidelines and maintaining health code compliance in the warming kitchen,

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through the on-line program found on our homepage on our school's website. If a family does not have a computer, they are welcome to come to the school and use ours. Children enrolled in the Federal Free Lunch Program will pay in the same manner. *

The school's Wellness Committee is a subgroup of the School Improvement Team at Fall Creek Academy. This group of parents, teachers, community members, and administers work to:

- Develop school goals for nutrition education, physical activity, and other school based activities designed to promote student wellness
- Discuss nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
- Support the principal in operational responsibility for ensuring that the school meets its established wellness policy
- Involve parents, students, representatives of the school food service provider, the school board, school administrators, and other stakeholders in the development of the wellness policy.

*Procedures for payment, which are subject to change, will be discussed separately from this handbook.

52. School Promotion Policy

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

http://www.doe.in.gov/opd/languagearts/docs/3rd_grade_reading_plan_faq.pdf

PROMOTION-RETENTION-ASSIGNMENT

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively. Students will progress at their own rate, which is determined by parents, teachers, students, and testing. A student will not progress to the next grade level until a minimum of 80% of the skills are learned in their core subject areas.

Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills. For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. FCA accepts “no excuses” for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). No child should ever feel ashamed in school because they don’t know something and no child should ever have to wait to learn the next thing they do not know. No child should ever be bored.

As a K-12 school, FCA focuses its attention on early-reading success, especially when it comes to the success of its 3rd grade readers. FCA understands and follows the IDOE’s guidance for 3rd grade promotion and retention laid out in the department’s *FAQ: IDOE Plan to Ensure Student Literacy by the End of 3rd Grade*.

Attachment 53 – Detailed School Start-up Plan

The Fall Creek Academy is an existing charter school that will not require a start-up plan beyond board approval of Ball State required policies prior to opening.

September 16, 2011

On Behalf of Fall Creek Academy School:

As a parent of four (4) students a KG, 1st, 3rd and 4th grader at Fall Creek Academy Schools I can speak to the quality education my children has received while being a student at Fall Creek Academy. My children transferred into Fall Creek Academy due to relocation. We did not know what to expect. My children have grown to love the school and are doing extremely well in their classes.

I witnessed the transformation that has occurred in my children especially my boys. My 1st grader has excelled and blossomed into this wonderful young man and that is a testament to his home life as well as his teacher and school setting. My children are very happy with their teachers and school. My older students have been recognized on the honors list.

Fall Creek Academy staff brings a sense of family to its students. I respect what the Geo Foundation has accomplished with Fall Creek Academy and what it continues to do in order to combat our city's educational issues.

It is my hope that Fall Creek academy school continues to grow and prosper as an educational institution.

Sincerely,

A handwritten signature in black ink that reads "LaShonda Gilliard". The signature is written in a cursive, flowing style with a large initial "L".

Ms. LaShonda Gilliard

Proud parent of Fall Creek Academy Students

ROLLIN M. DICK
9085 E SR 334
ZIONSVILLE, IN 46077

September 13, 2011

Robert A. Marra, EdD
Director, Office of Charter Schools
Ball State University
Muncie, IN 47306

Dear Dr. Marra

I am Chairman of the Board of Directors of Fall Creek Academy in Indianapolis and write this letter in support of the Academy's application seeking authorization from Ball State University to operate a charter school.

Let me first explain my interest in the Academy and in its sponsoring organization, GEO Foundation. Approximately 20 years ago while I was Chief Financial Officer of Conesco, Inc. in Indianapolis I became aware of the difficulty our company encountered in finding high school graduates who had adequate skills in basic language arts and math to qualify for entry level positions. As a result of that frustration, I sought opportunities to foster better education opportunities for our city's children.

Being a practicing capitalist who realized that competition forces every organization to be the best it can be if it wishes to survive, I quickly concluded the best thing I could do to improve the quality of an education in the public schools was to support competitors of public schools. I remain convinced that the existence of private schools, charter schools, voucher programs and other choices will provide the competition that drives public schools to maximize the quality of education they provide.

So I began my support of education by contributing to CHOICE, a program started by Pat Rooney that provided scholarships to parents who wished to use private schools instead of public schools. I next joined Kevin Teasley as a director of GEO Foundation when the Foundation's mission was to promote public policies supporting competition and choice in schools. Once Indiana authorized charter schools a decade ago, it was a natural extension of GEO's mission to open and operate charter schools. I was on the initial school board of the charter school now known as Fall Creek Academy. Along the way I became an education "junkie" and am now on the board of two charter schools, Ivy Tech-Central Indiana, Butler University, and AIB College of Business in Des Moines (my alma mater). I also support CHOICE, The Mind Trust, Teach for America and other education-supporting organizations.

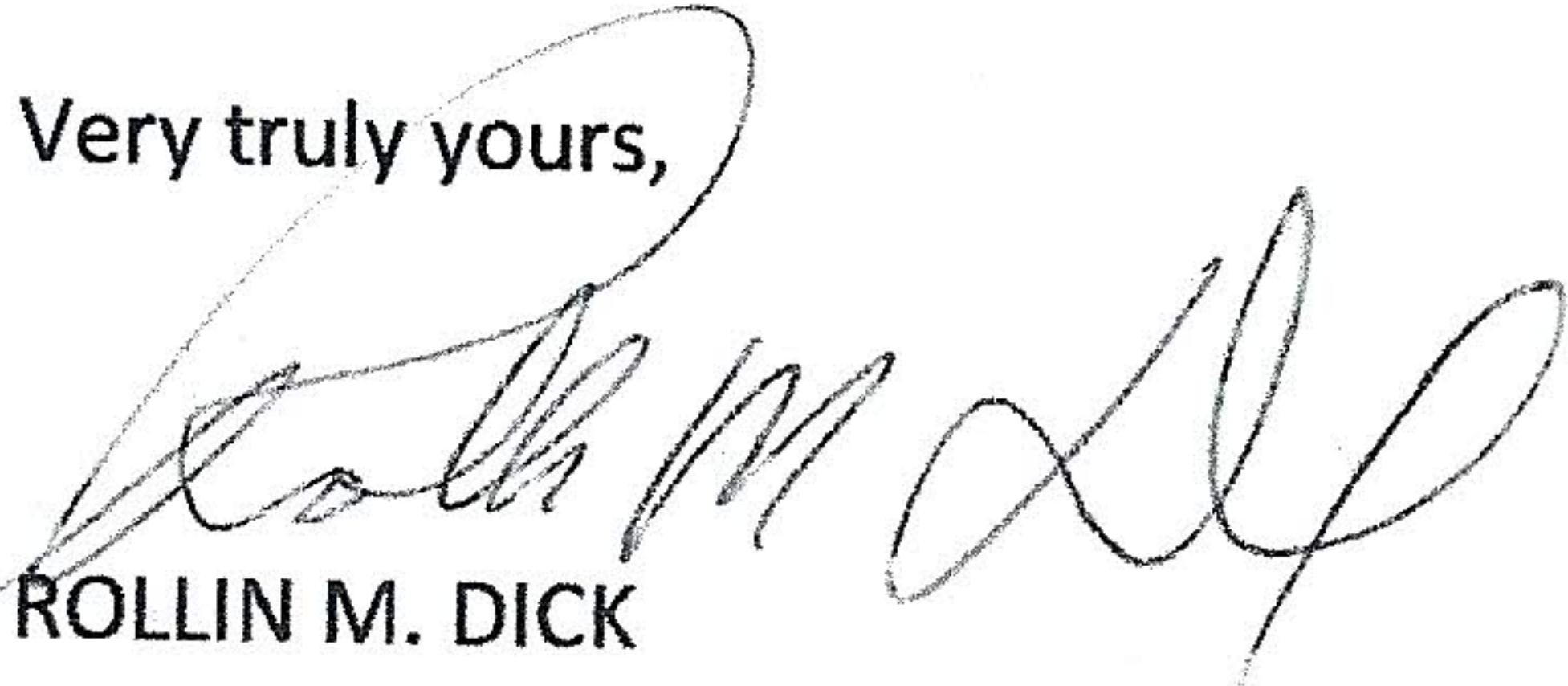
We have learned that it is very difficult and hard work to open and operate a charter school primarily for the population of a low-income neighborhood, and a school that focuses on accepting all applicants without any pre-testing or screening. These are the applicants that are most in need of alternatives to public schools, but are also likely, at admission, to be below grade level and lacking in recognition of the hard work and discipline needed to succeed in school and life. They also are likely to believe a college education is unthinkable. Fall Creek Academy has proven that it is able to establish the education culture and systems that lead its students to catch up to grade level, graduate with some accumulated college credits, and go on to college or other post-high school training. Given the mission which Fall Creek Academy has accepted, it is especially rewarding as a board member to talk to our students who are so confident and proud of their accomplishments---and of their acceptance to a college of their choice.

Robert A. Marra, EdD
Director, Office of Charter Schools
September 13, 2011
Page two

The results achieved by Fall Creek Academy are well documented in its charter application and speak for themselves. A visit to the Academy and conversations with students and teachers provides the exclamation points that emphasize the impact the Academy has on these lives. I and the other board members of the Academy are dedicated to assuring we continue to provide this opportunity for our students, both present and future, to achieve an outstanding education and life experience.

As you can tell, I fully support the proposal for Ball State University to grant a charter to Fall Creek Academy.

Very truly yours,

A handwritten signature in black ink, appearing to read "Rollin M. Dick", written over a horizontal line.

ROLLIN M. DICK

September 19, 2011

To Whom It May Concern,

Over the last several months, I have been privileged to be a guest of Dr. Percy Clark at several monthly luncheons hosted by the GEO Foundation of Indianapolis. At these gatherings there were representatives of a broad spectrum of individuals representing their organizations, agencies and themselves as potential volunteers and donors. We all share a common interest in the future of education, our state, city and each of the students. The development of the new leadership cadre nationally depends on the quality of the education our children receive.

GEO's record as reported by (Indiana Department of Education) would seem to support the belief that smaller environments and individualized attention to the child does in fact better prepare one for success. Each speaker, whether it was the student or the parent of a student, agreed that the unique educational options offered at Fountain Square and Fall Creek Academy makes a significant, critical and long-lasting difference.

The students who gave testimony at the luncheon are always articulate, well spoken, decidedly candid and positive in their comments regarding their experiences at GEO schools. . They also exude a confidence in their personal competence that just makes a listener feel secure that these capable students will be good stewards of and grow the community, health and wealth. I am happy to write this letter of support for the GEO academy schools.

Sincerely,



Linda Vines-Bright

President

The Virtuoso Group, LLC

4530 Dickson Rd.

Indianapolis, IN 46226

TO WHOM IT MAY CONCERN:

**Subject: Support for the Continuation of the Fall Creek Charter School
at 2540 North Capitol Avenue**

As a local citizen who has continually been for many years and continue to be involved in educational and youth activities in the nonprofit sector, I support the continuation of the operation of the Fall Creek Charter School in the Indianapolis community. My support is based on a deep concern and passion that I have for a quality education for all of our local youth, regardless of race, creed , color, family background or economic status.

I believe that the Fall Creek Charter School has established more than a sufficient track record for its continued existence. I am certain that it will continue to strive for and gain recognition for its educational excellence by seeking and hiring quality and caring teachers, competent administrators, and maintaining a solid support staff as well as continue to utilize effective teaching materials, equipment and techniques. I also feel that it will continue to be concerned with the education and overall well-being of each student; take necessary, timely and effective action to lower the ongoing dropout rate; continually stress and promote academic achievement and students' involvement in community activities; and promote in a healthy and civil manner, academics, sports and other students' competitions with other schools, regular, public and private.

Lastly, I believe that the Charter School will continue to stress and the students will be prepared to put into practice, good citizenship and respect for others.

Respectfully,

Bernard Huff

Attorney/Mediator

430 North Park Avenue
Indianapolis, IN 46202
August 31, 2011

To Whom It May Concern:

I am currently a resident of Downtown Indianapolis and I have been involved in the field of education for over twenty-five years. I whole-heartedly support Fall Creek Academy Charter School. It is a rich addition to our Downtown culture.

Fall Creek Academy brings choice in public education to parents who realize that one size does not fit all. It offers an alternative for students. They have found a rich curriculum there and the added opportunity to earn college credit while enrolled in high school.

Our Downtown neighborhoods have benefited from the presence of Fall Creek Academy because by offering choice it helps keep families in our neighborhoods and others deciding to make Downtown their home. I believe it most likely is also keeping students in school and helping to lower the drop out rate. Some students are thriving for the first time ever in their education pursuits.

Fall Creek Academy students have shown growth in performance in both math and language arts, much higher than many others in Indiana and Marion County. This school is most certainly a welcome addition to the thriving Downtown area. It would be a great loss for students, families and our community if it were to close.

Sincerely,
Ann L. Huston



September 13, 2011

Bob Marra
Director of Charter Schools
Ball State University

Dear Bob:

I am one of the newest members of the Board of Directors for Fall Creek Academy and Kevin Teasley, President and Founder of the GEO Foundation, has asked that I write this letter of support as we make application to Ball State University to authorize our charter; I do so without hesitation. The reason I decided to become a part of the Fall Creek Academy family is that I am thoroughly impressed with the school's leadership, faculty and support staff; so impressed in fact, that I recommended that we place one of our recently graduated Woodrow Wilson Indiana Teaching Fellows (WWITF) at Fall Creek Academy. As I'm sure you are aware, Ball State University and IUPUI are both preparing high quality teachers in the content areas of science, technology, engineering and mathematics (STEM) and I am in charge of the teacher certification program in Technology and Computer education at IUPUI. I felt confident enough in the direction of Fall Creek Academy that we encouraged our fellows to apply at all GEO Foundation schools.

For the 2011-12 academic school year, Fall Creek Academy has implemented a rigorous, pre-engineering program called Project Lead the Way (PLTW). There are currently 25,000 Indiana middle and high school students currently taking at least one PLTW course. Fall Creek Academy is starting PLTW at the middle school level, and will continue to offer the PLTW course sequence by adding one course annually until all students in grades 7-12 have an opportunity to take PLTW coursework. The Purdue School of Engineering and Technology at IUPUI offers numerous articulated credit and scholarships for Indiana students who complete PLTW courses, and more STEM degree programs at various universities nationwide now accept PLTW credit. It is this innovation and emphasis on STEM content areas that interests me as we make application to Ball State University.

Fall Creek Academy started out at Union Station with 136 students and desired to serve the most at risk population in Indianapolis. With only 18% of the initial student population being able to pass the Fall ISTEP test in 2002, we believe we achieved our goal of reaching out to the most in need. Today, more than 60% of our students are passing language arts and more than 70% are passing the math portion of ISTEP and we continue to serve a high needs population with nearly 90% of our student population qualified for the free and reduced-price lunch program. According to the state, Fall Creek Academy has consistently performed at a high level having earned "exemplary" PL221 rankings by the state in actual performance for the past six years but capped

at “academic progress” due to the state tying PL221 to AYP. On the new growth charts, the school is consistently in the “high growth” quadrant of the state’s growth model and the Mayor’s recent review of Fall Creek Academy showed the school’s student math and language arts scores outperforming in growth nearly every school our students would ordinarily attend if Fall Creek did not exist. The school’s first high school graduation was only 44%, but most recently demonstrated terrific improvement as it was 80% in 2010, 88% in 2011, and the school received a \$20,000 award from the state this year for having the most improved “non-waiver” graduation rate in the state. In addition to all this, the school prides itself in being open to all students and not only has a transportation system which includes two busses, it consistently reports a special ed population of more than 15%, too. Lastly, the school has achieved a balanced budget for the past three years in a row.

The school has a unique partnership with Ivy Tech in that high school students actually walk across the street to take college level classes beginning as early as 9th grade. It is important for students to take college classes on a college campus while they are in high school so that they get the experience and get acquainted with what college is really all about. Most of our students don’t come from homes with high school degrees, much less college degrees, so Fall Creek Academy staff provides the support necessary for students to be successful in college while they are in high schools. We frequently graduate high school students with an average of 20 college credits and currently have several students who will graduate with as many as 45 credits this year. The school’s first valedictorian graduated with 33 college credits and entered college as a sophomore. IN 2011, our top three students had been with us since 5th grade. One graduated and is now attending Indiana State, and two others graduated with 45 college credits and one is at Wabash and the other is at Purdue (both were legally homeless).

The board is seeking authorization with Ball State because we believe the school will benefit from partnering with an educational institution. The school’s sponsoring organization, GEO Foundation, already has a good and positive working relationship with Ball State’s chartering office and we believe Fall Creek Academy will benefit from this same relationship. The school plans to grow in enrollment from its current size of 360 to 700 over the next five years, too.

On behalf of the Board of Directors, it is my pleasure to endorse this application and encourage Ball State University to partner with us as we positively impact the lives of children in the Indianapolis area. Thank you in advance for your consideration of our proposal.

Sincerely,

Charlie

Charlie Feldhaus, Ed.D.
Associate Professor and Chair of Technology Graduate Programs
Regional Facilitator --- I-STEM Resource Network
Department of Computer, Information, and Leadership Technology
Purdue School of Engineering and Technology -- ET 309F
Indiana University Purdue University Indianapolis
799 W. Michigan St.
Indianapolis, IN 46202
317-278-1863 (office)
317-278-3669 (fax)
cfeldhau@iupui.edu

Lora L. Manion
151 North Delaware Street, Suite 2025
Indianapolis, Indiana 46204
Cell: 317-514-4747

September 19, 2011

Robert A. Marra, EdD
Director Office of Charter Schools
Ball State University
Muncie, Indiana 47306

RE: Fall Creek Academy in Indianapolis, Indiana

Dear Dr. Marra:

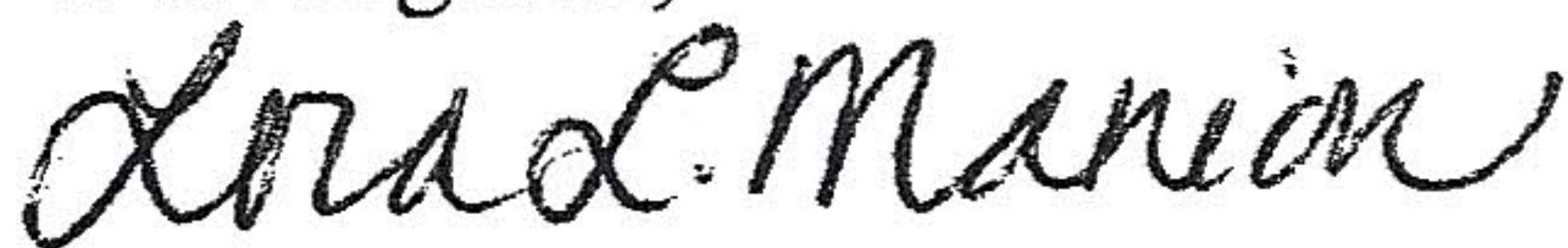
I am a member of the Board of Directors for Fall Creek Academy in Indianapolis, and I am sending this letter in support of the Academy's application seeking authorization from Ball State University to operate a school.

In part, the mission of the Fall Creek Academy is to prepare students to become productive and competitive members of today's global economy. Recent analysis by Georgetown University Center on Education and the Workforce predicts that 55% of Indiana's jobs will require postsecondary education by 2018. Only 36.2% of Indiana adults in Marion County ages 25-64 have a two- or four-year degree currently according to the U.S. Census Bureau, 2008 American Community Survey.

Programs like those offered at Fall Creek Academy are one important piece of the puzzle to prepare students to graduate from high school and obtain or prepare to obtain postsecondary educations. The existing Fall Creek Academy fulfills its mission by providing students with a quality education and an opportunity to obtain college level credits prior to graduating. We provide a quality education through personal attention and a small class environment with a focus on preparing for post-secondary education. Through the Academy's program with Ivy Tech, students are given a chance to earn credits and no additional cost.

Fall Creek Academy's excellent academic achievements speak for itself, and we would like to take the current achievements to the next level with an authorization by Ball State University. We believe that our track record at Fall Creek Academy combined with Ball State University's depth of academic research and long history of training teachers will be a winning combination for Fall Creek Academy. Please consider authorizing Fall Creek Academy and thereby supporting the mission to prepare students to become productive and competitive members of society.

Best regards,



Lora L. Manion, MBA, JD



Indianapolis
Urban League

777 Indiana Avenue
Indianapolis, IN 46202

Phone: 317-693-7603
Fax: 317-693-7613
Web Address:
www.indplsul.org

*Empowering Communities.
Changing Lives.*

September 21, 2011

TO WHOM IT MAY CONCERN:

Please accept this letter of support for the GEO Foundation's effort to continue operations for Fall Creek Academy on Capitol Avenue in Indianapolis.

The Indianapolis Urban League (IUL) places education as its number one social and economic priority because it so central to our mission to empower communities and change lives by assisting disadvantaged individuals to achieve social and economic equality.

The GEO Foundation's philosophical emphasis on student centered environments allows innovation to push to the forefront while maintaining a performance driven culture is consistent with our own mission of empowerment. IUL supports all efforts that contribute to the lowering of Indianapolis' unacceptably high rate of dropouts.

By fostering academic achievement in the challenged communities in which GEO operates it is contributing directly to neighborhood stability and serving as a vehicle of competitive choice for parents who are seeking the most excellent learning environment for their children.

GEO's Partnership with the Ivy Tech Community College system also offers unique opportunities for students and families enrolled in its schools. Students will be able to take Ivy Tech's entrance exam as early as ninth grade and to take Ivy tech classes while still in high school.

We are fully supportive of providing the best public education options for students and their families as we strive to make our public schools centers of excellence.

Sincerely,

Joseph A. Slash
President & CEO

JAS/mar





Covenant Fellowship Baptist Church P.O. Box 88422 Indianapolis, IN. 46208 cfellowshipbc@hotmail.com

September 15, 2011

To Whom It May Concern,

I am delighted to have the opportunity to submit this letter of support on behalf of the continuation of Fall Creek Academy. It is imperative that the prolongation of the Fall Creek Academy be at the forefront of our education initiatives in this city. I applaud the school in its efforts to reduce the dropout rate, improve unstable neighborhood surroundings, and the academic achievement of its students. It is vital that we promote healthy competition with regular public and private schools, choice and outstanding customer service. No longer can we afford to stand idle as schools of the caliber of the Fall Creek Academy require our support. The Fall Creek Academy is invaluable to the ongoing improvement of the young people who benefit the opportunity to matriculate within its walls. Not only that, when our students win, our city wins.

I believe that it is imperative that we prepare all of our students for both two year and four year post secondary opportunities. I also agree that our city will benefit from this opportunity to better assist our students and their families. I delighted to support the Fall Creek Academy in its efforts to enhance the lives of our citizenry.

Sincerely,

Rev. James P. (J. P.) Smith
Pastor



Mapleton-Fall Creek Development Corporation

130 East 30th Street • Indianapolis, Indiana 46205 • 317/923-5514 • Fax 317/923-2139

September 22, 2011

To Whom It May Concern:

I am writing this letter on behalf of the Mapleton Fall Creek Development Corporation, although I am currently a resident of the near downtown area of Indianapolis as well and I have been involved in neighborhood development for over twenty-five years. I whole-heartedly support Fall Creek Academy Charter School. It is a rich addition to our Downtown culture.

Fall Creek Academy brings choice in public education to parents who realize that one size does not fit all. It offers an alternative for students. They have found a rich curriculum there and the added opportunity to earn college credit while enrolled in high school.

Our near Downtown neighborhoods have benefited from the presence of Fall Creek Academy because by offering choice it helps keep families in our neighborhoods and others deciding to make the area their home. I believe it most likely is also keeping students in school and helping to lower the drop out rate. Some students are thriving for the first time ever in their education pursuits.

Fall Creek Academy students have shown growth in performance in both math and language arts, much higher than many others in Indiana and Marion County. This school is most certainly a welcome addition to the thriving Downtown area. It is important to our students, families and our community that it continue in the area.

Sincerely,

A handwritten signature in cursive script that reads "Jackie Nytes".

Jackie Nytes
Executive Director

100

BLACK MEN OF INDIANAPOLIS, INC.

MORE THAN 25 YEARS OF SERVICE TO YOUTH

OFFICERS

Acey Byrd
President

James A. Duke
Vice-President

Adrian T. Smiley
Secretary

Raymond Young, Jr.
Assistant Secretary

Herman H. Funderburk, Jr.
Treasurer

Michael Drane, Jr.
Chaplain

Charles K. Barker
Director at Large

John R. Hicks
Director at Large

Corey L. Wilson
Director at Large

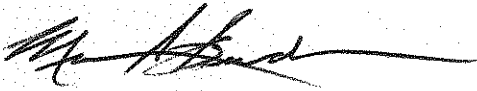
Murvin S. Enders
Executive Director

September 21, 2011

To Whom It May Concern:

This letter is written to show our strong support for the continuation of the Fall Creek Academy and the development of a Charter School on the south side of Indianapolis. Both of these endeavors on the part of the GEO Board will continue to help lower the dropout rate in our community while promoting high academic achievement for all students, as well as, enriching their respective neighborhoods. It is very important that parents have as many choices available as possible for their children's education.

Sincerely,



Murvin S. Enders

September 20, 2011

To Whom It May Concern:

I am writing this letter to offer my support for the GEO Foundation of Indianapolis. I am a long-time resident of our city, and I am writing to express my full support for the GEO Foundation/Geo Academy Schools.

I understand that some in our community have voiced concern over the possibility of removing or the taking over of some of our local and state schools. However, I am one of hundreds of citizens who had the opportunity to attend some of GEO Foundation luncheons, attend school activities, and witness the students read, speak, participate, etc. in an array of areas.

As an Educator, I understand and see that our students are excelling at a high rate. The growth at Fountain Square is 1st in charter school in the state and Marion County in math. Fall Creek Academy is 10th in the state in Language Arts. In performance, Fountain Square is 5th in the county and 7th in state in performance in math. There are roughly 45 charter schools throughout the state and these schools are performing at a high level in the ISTEP tests.

I urge you to continue full support of GEO Foundation and all that they continue to do to help shape and foster the lives of our young people.

Sincerely,

A handwritten signature in black ink that reads "Shann Hart". The signature is fluid and cursive, with the first name "Shann" and last name "Hart" clearly distinguishable.

Shann Hart
CEO, Shann Hart Development Enterprises

100

BLACK MEN OF INDIANAPOLIS, INC.

MORE THAN 25 YEARS OF SERVICE TO YOUTH

OFFICERS

Acey Byrd
President

James A. Duke
Vice-President

Adrian T. Smiley
Secretary

Raymond Young, Jr.
Assistant Secretary

Herman H. Funderburk, Jr.
Treasurer

Michael Drane, Jr.
Chaplain

Charles K. Barker
Director at Large

John R. Hicks
Director at Large

Corey L. Wilson
Director at Large

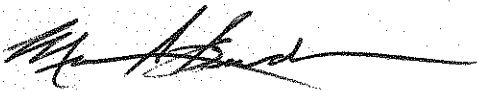
Murvin S. Enders
Executive Director

September 21, 2011

To Whom It May Concern:

This letter is written to show our strong support for the continuation of the Fall Creek Academy and the development of a Charter School on the south side of Indianapolis. Both of these endeavors on the part of the GEO Board will continue to help lower the dropout rate in our community while promoting high academic achievement for all students, as well as, enriching their respective neighborhoods. It is very important that parents have as many choices available as possible for their children's education.

Sincerely,



Murvin S. Enders



FOR YOUTH DEVELOPEMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

September 21, 2011

To whom it may concern,

As the Executive Director of the YMCA of Greater Indianapolis, Urban Mission Branch, it is my pleasure to write this letter of support for the GEO Foundation. At the Y, strengthening community is our cause. Every day, we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive. The Urban Mission Branch Y has been a collaborative partner with GEO for more than 10 years and fully supports its efforts to embrace quality educational options that enable parents to help their children learn and students to succeed in school.

On a national and local level the Y is committed to college and career readiness. From preparation to transition to completion, Ys address and provide services to support academic, financial and social support especially for students from low-income families, those who are first-generation college-going students, and from racial/ethnic minority populations. More specifically, the Urban Mission Y has provided services to students and families at GEO academy schools in programs such as YMCA Youth and Government, after-school academic enrichment, college success mentoring, as well as, family workshops and parent nights that target early childhood literacy, nutrition education, and college awareness.

The Urban Mission Y is proud to support GEO Foundation in its effort to provide higher education opportunities for youth in our community.

Sincerely,

Meresa Creekmore-Armor
Associate Vice-President/Executive Director
Urban Mission Branch YMCA