



Office of Charter Schools

REQUEST FOR PROPOSAL

For

The Achievement Academy

Opening in the 2013-14 School Year



This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team's CSAPPHIRE account to ensure that your team receives all general communications promptly.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: **Yolanda Turner-Smith**

Mailing address: **3801 Crescent Circle**

Street/ PO Box

South Bend

City

IN

State

46628

Zip

Phone: **(day) 574-299-9800**

(evening) 574-340-5665

Email address: yturner-smith@sbcaain.org

Fax: **574-288-6125**

Primary contact for facilities planning: **same as above**

Phone Number: **same as above**

e-mail: **same as above**

Name of team or entity applying: **Career Academy of South Bend, Inc. dba Achievement Academy**

Names, roles, and current employment of all persons on applicant team (you may add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Yolanda Turner-Smith	Head of School, South Bend Career Academy	Liaison between school and contractor
Rob Staley	Director, Crossing Education Center	Director of Education Service Provider
Larry Garatoni	Chairman of Career Academy of South Bend, Inc. Board of Directors	Chairman of Career Academy of South Bend, Inc. Board of Directors
Kristie Cerling	Director, Curriculum and Instruction, Crossing Education Center	Director, Curriculum and Instruction, Crossing Education Center
Charles Loeser	Attorney, Career Academy of	Attorney, Career Academy of

	South Bend, Inc.	South Bend, Inc.
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***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	Not applicable			

Will an application for the same charter school be submitted to another authorizer in the near future?

☒Yes ☐No

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Achievement Academy	2013	South Bend/St. Joseph County	9-12	250

If yes, identify the authorizer(s): Indiana Charter School Board

Planned submission date(s): August 19, 2012

Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): None

Submission date(s): Not applicable

Provide the name and desired opening year for each school included in this proposal (adding lines as needed).

The Achievement Academy (2013)

Model or Focus of Proposed Schools (e.g., Arts, College Prep, Dual Language, etc.), if any:
Dropout Recovery

***Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

☒Yes ☐No

If yes, identify the ESP or other partner organization: **The Crossing National, Inc., d/b/a Crossing Education Center**

Proposed Principal / Head of School Information (for all school(s) proposed to open in 2013; add additional lines as needed) if known:

Name of proposed Principal Candidate: **Stan Good**

Name of School: **Achievement Academy**

Current employment: **St. Joseph Region, Crossing Educational Center**

Daytime phone: **574-226-0671** Cell phone: **574-946-7968**

Email: **sgood@crossingcec.com**

School Enrollment Projection

Provide the following information for **each school** included in this proposal. Specify the planned year of opening for each *(duplicating the table as needed.)*

School Name: **Achievement Academy (aka A2)**

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)	100	250	9-12
Year 2	150	250	9-12
Year 3	200	250	9-12
Year 4	250	250	9-12
Year 5	250	250	9-12
At Capacity (specify year)	250 (2018-2019)	250	9-12

PROPOSAL NARRATIVE

School Overview

Mission

The Achievement Academy will serve young people of high school age who have dropped out of school. The mission of the Achievement Academy is to prepare our students to become productive and contributing members of society by achieving a high school diploma and other relevant life skills.

Vision

Achievement Academy is created in response to the need of ensuring all of our students are employable and have the opportunity to have a rich and fulfilling life. There are other facts that support the need of the Achievement Academy:

- The unemployment rate for Americans age 25 and older without a high school diploma is over 60%.¹ It is unlikely to significantly decrease with an improving economy.
- 68% of prisoners in state prisons are high school dropouts.²
- Roughly 22,700 dropped out of Indiana high school in 2011.³
- Although many public school systems have “alternative schools” (IC 20-30-8) for drop outs and students in danger of dropping out, the problem is still critical.
- There are currently very few schools in Indiana that specifically serve the drop out population. The mission of the Achievement Academy is to serve this population.

The Achievement Academy has decided to implement its mission through a contract with the Crossing Educational Center (CEC). The Crossing Educational Center is an alternative school, accredited as a “Freeway School” (IC 20-26-15-2), currently operating in multiple locations in St. Joseph County, Indiana. CEC has a successful model that works specifically with the most struggling and high school drop outs in the State. CEC contracts with school corporations to take on the task of educating the students who are failing and dropping out of their own schools. CEC receives a tuition fee for each student from the referring school corporation and undertakes all academic instruction.

The Achievement Academy and the CEC will enter into an agreement similar to CEC’s agreements with other school corporations. Under that agreement, the CEC will receive from the Achievement Academy a fee per student per semester covering all goods and services necessary to successfully operate a school in compliance with all applicable laws and regulations. The Achievement Academy selected CEC as the contract provider based on its success in serving drop outs throughout the State of Indiana:

- The CEC was selected by the Achievement Academy due to its experience and record of success in serving the drop out student population. Founded in 2003, the CEC currently serves over 800 students in fifteen (15) campuses under contract with twenty-one (21) school corporations. In each of its locations, the CEC has a contract with one or more local school corporations in

¹ “As Job Market Mends, Dropouts Fall Behind,” Wall Street Journal, February 21, 2012
<http://online.wsj.com/article/SB10001424052970203315804577211190378957930.html>.

² “The Future of Children”, America's High Schools (Princeton-Brookings), Vol19 No. 1 (Spring 2009),
<http://futureofchildren.org/publications/journals/article/index.xml?journalid=30&articleid=49§ionid=175>.

³ Alliance For Excellent Education (March 2012), http://www.all4ed.org/files/Indiana_hs.pdf

essentially the same form as the proposed contract with the Achievement Academy. CEC's educational program includes a faith-based component, which has been reviewed many times by school corporation attorneys and in each case has been found acceptable.

- CEC currently has a contract with the South Bend Community School Corporation but the contract restricts SBCSC payment to only 82 students, and the need in South Bend is much greater. In fact, CEC leadership was recently handed a list of over 3,000 drop outs in South Bend over a three year period. The Achievement Academy, through its contractual relationship with CEC, will engage students beyond the contracted number of students with SBCSC. While this application is specifically for St. Joseph County, other cities or counties may be proposed in the future through applications for charter amendments.
- CEC currently has three campuses operating in St. Joseph County, serving over 130 students. It is the intent of the Achievement Academy to enter into a contract with CEC for the operation of these campuses and to provide the funding for those students above the 82 funded by the SBCSC. Achievement Academy plans on five (5) campuses in St. Joseph County for the 2013 school year.
- CEC operates with the assistance of a local board for St. Joseph County (The Crossing of St. Joseph Regional, Inc.), which is responsible for paying the shelter costs of the various CEC campuses in the county as well as assisting with community relations (see pp 7 & 26d below).

Anticipated Population and Educational Need

Describe the anticipated student population, including geographic preferences (if applicable); students' anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

The Achievement Academy, through a contractual partnership with The Crossing, will provide core education for grades nine through twelve and will target students who have already dropped out of high school, been expelled, or are enrolled in the home school setting. According to the South Bend Tribune, the graduation rate for South Bend schools for the 2010-2011 school year was 76.9%.⁴

The majority of expected students have struggled academically, socially, behaviorally, and even physically (long term ailment or health condition). Students will have already failed in the traditional school setting and function at a very low academic level, with approximately 75% reading at an elementary level. Gaps in learning will also be high due to previous poor attendance, prior drop out, or absences due to behavior issues. According to the Indiana Department of Education, 59.7% of South Bend Community School Corporation students qualify for free lunch and 8.6% qualify for reduced lunch.⁵

This population and demographic are selected for Achievement Academy focus based on their need and the lack of programming available. At this time, no other educational group is specifically seeking out and targeting students who have dropped out of high school, who have been expelled, or who have extremely low academic skills. In fact, these students are the least desired by traditional schools because the amount of time, focus, and resources rarely produces positive results.

⁴ "High school graduation rates increasing throughout area," South Bend Tribune, February 7, 2012, http://articles.southbendtribune.com/2012-02-07/news/31032618_1_graduation-rates-students-in-four-years-stephanie-sample.

⁵ IDOE website, <http://compass.doe.in.gov/dashboard/overview.aspx?type=corp&id=7205>.

Because CEC is currently operating three campuses in St. Joseph County, it knows the needs very well and additional campuses are needed to help meet that need.

Educational Plan/School Design

Provide an overview of the education program proposed for replication, including key non-negotiables of the education model. Briefly explain the research base and performance record that demonstrate the school model will be successful in improving academic achievement for the targeted student population.

The Achievement Academy will contract with The Crossing to offer drop out students an innovative, relevant, and successful education model. Created in 2003 by veteran educator Rob Staley, The Crossing utilizes a proprietary model to serve the most struggling of students. Originally one small school in Elkhart, Indiana, The Crossing has now serves over fifteen (15) campuses throughout the State of Indiana. Since its creation, The Crossing has helped over 5,000 students who were once written off as destined for academic failure and life failure.

Achievement Academy students will attend courses at any of the Crossing campuses in South Bend. The Crossing also has campuses throughout the State of Indiana: Berne, Butler, Elkhart, Fort Wayne, Frankfort, Goshen, Kokomo, Ligonier, Marion, Nappanee, Pierceton, South Bend-JJC, South Bend East, South Bend North, and South Bend South. Students will attend academic courses for three (3) hours per day, in the morning or afternoon. They are then encouraged to spend the other portion of the day participating in internships, work studies, dual credit courses, career centers, etc. Prior to graduation, every student must successfully complete a nine-week career internship. Many students will graduate with not only a high school diploma, but will have also participated in one or more vocational skill areas. Local community employers have been very supportive in providing work opportunities and job placement for Crossing students after graduation.

The Achievement Academy chose to contract with The Crossing because of its mission to impact the lives of high school drop outs. The fulcrum of CEC's record of success is to build motivation and teach the foundation of morality through a comprehensive character development curriculum. The crux of the ideals and goals is to train students in such a way that they will accept personal responsibility, demonstrate a love of country, and to live responsibly to serve others. This character education takes place in the portion of the school day called Family Time. This is a group discussion dealing with "real life" topics, such as personal and social responsibility and character development. Family Time focuses on these Core Values: Relationships, Empowerment, Love, Integrity, and Truth ("RELIT"). Critical to the success of Family Time and CEC's academic success is the recruitment and retention of teachers who are "inspired" to understand and exemplify the mission of the school. For teachers with this perspective, it is "natural" to bring character development and personal responsibility into each and every class taught, including but not limited to health classes where issues related to drugs, alcohol, and narcotics are taught.

Technology is an integral part of the CEC educational process, including the use of the Apex Learning software program for most of the subjects. About 50% of the curriculum is taught using Apex Learning and 50% is taught through direct instruction by certified teachers. The use of Apex Learning software as a major source of the curriculum is a strong component of the school. Students are provided with individual and small group instruction to enhance personal accountability to assist them in their academic program. The staff works closely with the faculty from the public school districts in the classification of students and implementation of individualized educational programs (IEPs). Students are expected to meet state guidelines in earning a Core 40 diploma with a small percentage opting for a general or Academic Honors diploma.

CEC character education and personal responsibility does not end with Family Time and health classes. The school also has many different programs which implicitly or explicitly teach character development. These include:

- Ongoing service projects where students have the opportunity to make a difference by serving those less fortunate in the community.
- All students participating in Stephen Covey's Seven Habits of Highly Effective Teens.
- All secondary students experience small discussion groups where teachers and students enter into dialogue about current events and our students' response to them.

Community Engagement

Describe your approach to community engagement when opening a school. Describe any outreach you have conducted – and the relationships you have established – to engage students, parents, and the community for the school(s) proposed in this application. If possible, provide evidence of support among parents, students, teachers, or any combination thereof. Describe the plan for future community engagement including any community meetings, parent/teacher/student input, surveys of prospective stakeholders, etc. you plan to conduct.

Community engagement is essential to the Achievement Academy and The Crossing. Not only is the community needed when opening the school to ensure community support, the community is needed throughout the school year. Because the desire is to reach a population of students not being served in another school, community support drives the opening and ongoing success of the school.

The Achievement Academy Board of Directors, through its contractual relationship with the Crossing, will delegate the majority of community engagement to the local CEC board of the St. Joseph County, The Crossing Of St. Joseph Regional, Inc., which, like CEC, is a 501(c)(3) charitable organization (see page 5 above and page 26 below). For each Crossing campus, the local board frequently brings additional community members to events in order to maintain community support for the CEC program.

Traditionally, The Crossing has used a deep networking process prior to each campus launch, with a series of community meetings to garner support. Once the school is opened, frequent "spotlight breakfasts" are held to inform community members about current events in the school. Spotlight breakfasts are attended typically by five to fifteen community members. In the 2011-2012 academic year at the Crossing of St. Joseph County, forty-three (43) community members attended four (4) spotlight breakfasts.

Spotlight breakfast meetings allow Crossing CEO Rob Staley to share the vision and mission of the school. Attendees are given a tour of the school, and meet students who share their experiences at the school. Witnessing students describing how The Crossing has been transformational in their lives is, for many attendees, a compelling experience, often leading to ongoing financial support and/or other forms of support, such as providing internship opportunities for students. Community members are encouraged to ask questions and become involved as volunteers in the school program. Additionally, banquets are occasionally offered to a larger community population to allow The Crossing to share the vision and mission of the school while seeking support. In 2011-2012, the Crossing in St. Joseph County held a banquet attended by over 190 community members.

The need for community involvement does not end with the local board or financial support. Volunteers and mentors are the backbone of the organization. Many volunteers serve in the school doing daily tasks like answering the phones and filing papers. In addition to office tasks, volunteers provide supplies, mentor students, and tutor students in reading or other subject areas. Parents are also strongly encouraged to be involved in their student's education. Opportunities such as quarterly family nights, service projects, and sporting events are all times for families to engage with the school. Parents are also able to attend extended learning opportunities (or field trips) and to attend conferences.

In addition to community members supporting the undertakings of the school, Crossing students support the community. All students and staff participate in ongoing service learning or community engagement throughout the school year. During the 2011-2012 school year, roughly 5,000 (4,998) service hours were logged by Crossing students statewide, including 448 service hours from students in St. Joseph County. Students and staff painted buildings, built houses, raked leaves, and many other tasks to benefit the local community. Furthermore, task forces of students launched to crisis areas to assist in clean up, such as for the Henryville tornado. Many CEC service teams reached out to this community to help with clean up. The first team embarked the day after the tornado swept through the town. Nearly 120 students total, twenty (20) of them from St. Joseph County, attended these types of extended service trips in order to serve the community.

Leadership and Governance. For any school intending to open for the 2013-14 school year, identify the school's proposed leadership team and governing board.

Full Name	Current Job Title and Employer	Position with Proposed School/School Name [School Name: Achievement Academy]
Lawrence H. Garatoni	Director/Bd Chairman/Treasurer Self-employed	Director/Board Chairman/Treasurer
Steven Hartz	Director/President Self-employed	Director/President
Tracy Graham	Director Self-employed	Director
Rob Staley	Director CEO, Crossing Educational Center	Director
Suzanne Wiwi	Director Head of School, St. Joseph Grade School	Director
Vivian Sallie	Director Self-employed	Director
James Summers	Director/Secretary Self-employed	Director

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

Age and Grade Range of Students to be Enrolled.

Complete the following table for each school to open in 2013-14, You may duplicate the table as needed. Remove any rows for grades the school will not serve as needed in each table.

Grade Level	Number of Students					
	Year 1 2013	Year 2	Year 3	Year 4	Year 5	At Capacity 2018-2019
9	25	33	50	50	50	50
10	25	33	50	50	50	50
11	25	58	75	75	75	75
12	25	76	75	75	75	75

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

These projections are based on the number of students currently attending Crossing campuses in South Bend (which beginning in Fall of 2013 will be contracted through the Achievement Academy) and on the knowledge of the need in St. Joseph County due to CEC's current operations there.

Section 1: Curriculum and Instructional Methods

Education Program

Describe the design and plan for each school for which you are applying, responding to all of the questions in the subsections below. If you are applying for multiple schools designed around the same model, simply state so.

Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model(s). Briefly describe the evidence that promises success for this program with the anticipated student population.

The Achievement Academy, through its contractual relationship with The Crossing, will offer all courses required by the state of Indiana in ninth through twelfth grades. The CEC curriculum is carefully aligned with the Indiana Academic Standards in each course. The curricular objectives as specified in IC 20-10.1-4-6 and IC 20-10.1-4-7 are being met through the Family Time component and other classroom venues. Furthermore, these topics are frequently discussed in other Family and Consumer Science classes, Seven Habits of Highly Effective Teens (which all students are required to take prior to graduation), and other coursework.

The Achievement Academy and CEC will maintain high standards in curriculum. CEC updates its curriculum yearly through educational assessment team including teachers and community members, based on learning needs of students and data from standardized testing. Students are given an individual learning plan upon enrollment, and much of the instruction is structured to meet the students' learning abilities.

Even though the students entering CEC program through the Achievement Academy will have not been successful in a traditional school, CEC and the Achievement Academy are committed to establishing high standards to prepare students to deal with life after high school. CEC's high standards are one of the reasons that the Achievement Academy has selected CEC as the education provider and are a major factor in making CEC attractive to the families who send their students to the CEC campuses. High standards at CEC include:

- Computer skills for all students through frequent use of technology while engaging in the web-based software.
- Mandated participation in a vocational program, work-study program, internship, or dual credit opportunities to apply classroom knowledge in other settings
- Additional courses required beyond those imposed by the state. Students graduating from CEC will be equipped with job skills and/or prepared for college.
- Curriculum for all diploma types is offered according to state guidelines.

Assessment strategies include traditional teacher-created quizzes and final exams in addition to overall assessments for determining effectiveness in academic programming. NWEA is used three times yearly to

determine student academic needs and growth. All state-mandated assessments are also given. Students are strongly encouraged to take the PSAT, SAT, and ACT.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the expectations of the Indiana Academic Standards (described in IC § 20-31-3) and the Common Core State

- 1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served.***

The Achievement Academy is committed to academic excellence, and the choice of CEC as its education service provider is consistent with that commitment. From its mission, to its goals, to its educational philosophy, to its hiring of personnel, CEC is committed to academic excellence as well as “life success” for its students. Academic excellence entails providing a varied and relevant curriculum to students demonstrating every level of cognitive ability. The Achievement Academy, through its contractual relationship with the Crossing, will provide a nurturing learning environment with unique needs. The overwhelming majority of drop outs have experienced behavioral or learning problems. With the structure of assisting students independently on a self-paced schedule, it is an easy adaptation to meet individual learning needs. The entire structure of CEC is laid out in this fashion. Since CEC maintains a maximum ratio of eight students to one teacher, students are able to receive regular individual attention.

The Achievement Academy, through its contract with CEC, will utilize a variety of assessments in determining academic progress and success. CEC students are required to take ECA as mandated by the Indiana Department of Education, which allows them to be compared to other students in the state of Indiana. Most students enrolling from area schools have not been successful in passing the ECA, however, CEC’s experience is that if a student remains in a CEC school, 89% will pass ECA prior to graduation. Students are also assessed three times during the school year using NWEA. This data is used to meet individual needs, adjust curriculum and instruction, and to measure growth. Student success on such assessments can be attributed to the individual attention given by the teachers and the use of APEX Learning software, which assesses students’ skill levels and allows them to progress at their own pace. Students are expected to earn 80% mastery on each lesson.

Also included in this pursuit of academic excellence is intensive instruction on character development. Thirty minutes of daily CEC “Family Time” is a venue for teaching character development, including core values of relationships, empowerment, love, integrity and truth. Teachers are hired to exemplify the dual roles of academic pursuit and spiritual zeal, embody the ideals of the Achievement Academy and CEC and to serve as role models. CEC promotes the home, the church, and the school working together on a united front to produce students who will make a positive difference in their communities.

Students’ accountability for their performance is very high. With a low student-to-teacher ratio work is monitored daily through teacher observation and reports from APEX Learning software.

This mark of excellence is embodied in the strategic planning process where strengths and weaknesses of CEC are routinely reviewed and identified for self-improvement.

- 2. *Provide an overview of the planned curriculum, including, as Attachment 2, a sample course scope and sequence for one subject for each division the operator would serve. Identify course outcomes and demonstrate alignment with the Indiana Academic Standards and Common Core State Standards.***

The Achievement Academy, through its contractual relationship with the Crossing Educational Center, will align all academic expectation to those of the Indiana Department of Education. Prior to a course proposal being approved, it will be aligned with Indiana Department of Education state-approved course titles and descriptions. Students will be expected to be able to take all courses as required for an Indiana Core 40 diploma.

Please see Attachment 2. The identified course is Algebra

- 3. *Summarize curricular choices, by subject, and the rationale for each. Include examples of how these choices align with the mission of the operator, and discuss evidence that these curricula will improve academic results with the anticipated student population. Discuss any substantial variations from the curricula in your established schools and the rationale for those variations.***

Please see Attachment 2 for listing of Crossing Educational Center's current course list. The Crossing Educational Center provides courses that enable students to earn a Core 40 diploma. It is our belief that the students who enroll are capable and ready to achieve a Core 40 diploma. By maintaining a low student to teacher ratio and offering a hybrid of digital self-paced curriculum with direct instruction, the students will be able to excel where they perhaps failed in the past.

- 4. *Describe instructional strategies that the operator will implement to support the education plan and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.***

Due to the small class size and low student to teacher ratio, teachers are able to differentiate instruction based on students' needs. Individual instruction, small learning groups, and large group instruction will all be used (in addition to the APEX learning software) to meet individual student needs. The Achievement Academy, and the Crossing, believes that it is this deep connection and relationship-building model that has allowed for CEC success in educating drop outs. Drop outs need to feel motivated, encouraged, and supported in their educational process. By creating deep bonds between student and teacher as well as student and peers, the CEC keeps students connected to and engaged in their academic process.

- 5. *Discuss the rationale for the proposed educational program, including evidence of results, especially with comparable student populations, as available. (You may refer to your response to Section 4, "Portfolio Review & Performance Record.")***

See Section 4, Portfolio Review.

- 6. Describe any key educational features that will differ from the operator's existing schools not already discussed above. Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.**

Not applicable.

Pupil Performance Standards

- 1. Describe the pupil performance standards for the school(s) on the whole.**

Even though the Achievement Academy and the Crossing will target students who have struggled in the academic process, expectations for pupil performance are very high. With a low student to teacher ratio, student work is monitored daily through teacher observation and reports from APEX learning software. With regard to academics, students take a rigorous course load while working at an individual self-paced rate. Students are expected to achieve at an 80% mastery rate in each course prior to moving forward. Students are expected to earn a minimum of eight (8) credits per school year with an overall goal of ten (10) credits per year. Students are expected to maintain an 85% attendance rate throughout the school year. Although many students will arrive at the Achievement Academy and the Crossing due to excessive absences, through strong relationship with teachers, student attendance will improve.

- 2. Provide, in Attachment 3, a complete set of the operator's proposed learning standards for one grade in each division the operator will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school(s) will serve only one division, the exit standards provided in response to question 5 in this section will suffice.**

See Attachment 3

- 3. If you plan to adopt or develop additional academic standards beyond the Indiana Academic Standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the Indiana Academic Standards.**

Not applicable

- 4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

Students are promoted from one grade to the next with their cohort based on the student's first date of entry to high school. Students must successfully complete each course in order to earn the credit for that course. In order to reach graduation, students must achieve the minimum requirements of the Indiana Department of Education's graduation requirements.

- 5. Provide, in Attachment 3 the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.**

See Attachment 3

High School Graduation Requirements and Postsecondary Readiness (*High Schools Only*)

High schools approved by BSU will be expected to meet Indiana Graduation Requirements (described in IC § 20-32-4 and explained on the Indiana Department of Education's website.

- 1. Explain how the school will meet these requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain the additional requirements.***

Students earn credit hours by successfully completing coursework that is aligned to the Indiana Academic Standards and/or the Common Core Standards. Students are expected to earn a minimum of 80% in each course and will also be assessed using a final exam.

Grade point averages will be calculated based on a 4-point scale. Grade point average is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The grade point average may range from 0.0 to a 4.0.

A = 4.0	A - = 3.70	B + = 3.33	B = 3.00	B - = 2.70
C + = 2.30	C = 2.00	C - = 1.70	D + = 1.30	D = 1.00
D - = .70	WF/F = 0	P/NP (Pass/No Pass) courses are not factored into GPA	I (Incomplete) and W (withdrawal) do not receive grade points	

All Indiana Department of Education guidelines for transcripts will be followed. Included in the official transcript:

- Attendance records
- ECA results
- Any secondary or postsecondary certificates of achievement earned
- Immunization information
- Dual credit courses

Recognizing the benefits to students in a well-rounded education, many Indiana Department of Education approved course titles will be taught for elective credits.

Students are expected to take and pass two additional courses that are not required by the Indiana Department of Education.

- Career Pathway: Each student is required to complete a nine-week career internship that is in the student's career area of interest. The purpose is to help ensure students are

prepared to join the community as a contributing member with the skill set to effectively work.

- Seven Habits of Highly Effective Teens: Each student is required to successfully complete Seven Habits of Highly Effective Teens. This course challenges students to plan for all aspects of their lives: physical, mental, spiritual, and emotional.

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

The graduation requirements are those adopted by the Indiana Department of Education and have, therefore, been rigorously tested for their impact and long-term benefits to students. Students graduating from the Crossing and Achievement Academy will have opportunities to join the workforce, trade school, military, and college. Due to the additional internship requirement prior to graduation, students will have career experience which is beneficial for transitioning into the next phase of life after graduation.

3. *Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.*

Because the school is designed to reach struggling students who have dropped out, the Achievement Academy and CEC will have several systems in place to assist students. First of all, staffing is essential. CEC staff members understand and also receive additional professional development on working with potential drop outs and students of poverty. Due to small class size, students receive more individualized attention.

Drop outs failed in the traditional school setting primarily as a result of the many obstacles facing them each day. These range from teen moms with childcare issues to lagging behind peers in the classroom to transportation issues. The Achievement Academy, through the Crossing, is determined to assist students in finding solutions to such obstacles. The Crossing is implementing a childcare program specifically for young mothers who have dropped out of high school due to the challenge of finding safe child care. While the Crossing has no formalized busing process, unique transportation is arranged on a case by case basis. Transportation arrangements can include the provision of passes for public transportation, car pooling, and staff assistance. The Crossing operates on a forty-five (45) day on and fifteen (15) day off schedule. During these extended breaks, students who have been falling behind in their requirements are able to work through remediation opportunities.

School Calendar and Schedule

- 1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 4, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.***

Research has shown that the traditional long summer breaks of two to three months have disastrous results for struggling students. The gaps in learning result in lost information and agonizingly slow “catch up” time. The Achievement Academy has selected the Crossing to provide educational services partly because of the unique CEC calendar. CEC has created a year-round schedule (see school calendar, Attachment 4) by which students attend classes for forty-five (45) school days and then have a break of fifteen (15) school days. This roughly breaks down to students being in the classroom for nine weeks and then out of the classroom for three weeks. Limiting breaks to three weeks helps to minimizing loss of information and the nine week sessions keep students engaged and interested in their learning.

Recognizing the IDOE rigorous graduation requirements, it is imperative that students are in school a minimum of 180 days throughout the year. Students are given additional opportunities to be in attendance. This may be working in the classroom during one of the scheduled breaks allowing for completion of credits, remediation, or enrichment. Other extended learning opportunities that would exceed the minimum required 180 instructional days would include service trips, weekend PE activities, evening credit recovery, summer school and team building retreats. In the past, some of these activities have included service in Haiti, education in Costa Rica and South Africa, hiking the Appalachian Trail, ATV trips to the mountains, overnight kayak trips on the river, and more. As noted by the attached calendar, all students are scheduled a minimum of 180 required instructional days with many students exceeding the expectation through participating in the above activities during the balanced calendar breaks. The academic schedule has been adjusted to meet the needs of the students.

Ongoing professional development is also important when working with drop outs. Teachers have ten (10) professional development days built into the school calendar. Particular topics related to the designated student population will be discussed.

- 2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in Attachment 4, a sample daily and weekly schedule for each division of the school.***

Students who will attend the Achievement Academy, via the South Bend Crossing campuses, will have dropped out or been expelled; therefore, a shortened school day will provide opportunity for optimal student learning. Such students have not been successful in the traditional model in the past. The Indiana Department of Education states that an alternative school must place students in classroom activities for two (2) consecutive hours per day or ten (10) hours per week. Achievement Academy students, through the Crossing, will attend school

for three (3) hours per day with many opting to attend more with opportunities in career or remediation or service.

Two academic sessions will meet per day with students opting for either the morning session (8:00-11:00) or the afternoon session (12:00-3:00). Approximately 150 minutes per day will be used for academic purposes focused on core subjects while the additional thirty (30) minutes per day will be used for character development and life skills.

School Culture

- 1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.***

The Achievement Academy and the Crossing are driven by their mission to impact the lives of drop outs. Essential to the program is teaching the foundation of morality through a comprehensive character development curriculum. The ideal and goal is to train children in such a way that they will accept personal responsibility, demonstrate a love of country, and to live responsibly to serve others. The majority of CEC character education takes place in Family Time. Family Time deals with topics such as personal and social responsibility and character development, focusing on the CEC Core Values: Relationships, Empowerment, Love, Integrity, and Truth (“RELIT” is a CEC student mantra).

- 2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.***

Teachers who understand and exemplify the mission of the Achievement Academy and the Crossing are essential to creating the necessary culture from the first day. It is natural for a properly oriented teacher to bring character development and personal responsibility into each and every class taught, including but not limited to health classes where issues related to drugs, alcohol, and narcotics are taught.

The CEC character education and personal responsibility does not end with Family Time and health classes. CEC also has many different programs, which implicitly or explicitly teach character development. These include:

- Service projects where students have the opportunity to make a difference by serving those less fortunate in the community.
- All students participate in Stephen Covey’s Seven Habits of Highly Effective Teens.
- All students experience small discussion groups where teachers and students enter into dialogue about current events and our students’ response to them.

Many parents choose to send their students to CEC because of the individual attention and strong character education offered. Parents have praised the program for the changes they have seen in their children’s character and behavior. Teachers consider their relationships with students a very

high priority and, through relationships, students are motivated to perform. Many students gain hope for their future that has previously been lost due to their poor school performance or lack of academic success. When the home, church, and school are in agreement, the school has a greater opportunity to lay a foundation that will not be quickly broken.

Recognizing that students will enroll throughout the school year, plans are in place for new enrollees. Each of the extended breaks in the calendar will offer orientation through the use of Extended Learning Opportunities. All new students will attend the orientation trip to learn basic definitions and applications of the core values. Furthermore, students will be involved in service learning in order to practice the learned core values. Also, Family Time is ongoing throughout the school year and reinforces the school culture. Educating students is a privilege and an incredible opportunity to impact children in a great way. Character development is certainly at the forefront of teaching at the Crossing and Achievement Academy.

3. *Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.*

With some limits, as discussed pages 20-21 below, the Achievement Academy, through the Crossing, will provide a self-paced program allowing students who receive special education services, English Language Learners, and any other students who have experienced academic failure to be successful within the school culture.

4. *Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.*

- | | |
|--------------|--|
| 8:00- 8:10: | Daily Check-in: Students meet in small groups with Teacher of Record in order to review academic, behavior, and social goals. |
| 8:10-9:30: | Academic work: Students log into APEX learning software to begin coursework. Small student groups may be involved in direct instruction with a teacher. These groups are topical in nature and could be related to academic or elective course work. |
| 9:30-10:00: | Students attend Family Time with all staff. |
| 10:00-11:00: | Academic work: Students continue earlier studies on APEX or in small learning groups |
| 11:00: | Dismissal |
| Afternoon: | Vocational training, internships, work experience, etc. |

For some students, this day is flipped, with vocational training, etc. in the morning and academic work in the afternoon.

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

- 7:30-8:00: Teacher Arrival: Teachers are ready to begin the day at 7:30 AM. The day starts with all staff participating in *Heart Check*. This is character development for the teachers. One staff member leads the rest of the staff in this discussion time.
- 8:00-8:10: Daily Check-in: Teachers meet with their individual student groups to give announcements, check goals, and review academic progress.
- 8:10-9:30: Academic Work: Teachers rotate throughout the lab and assist individual students in coursework. Teachers assist students in all core academic areas and also elective areas. Individual teachers will teach a smaller group of students throughout academic time.
- 9:30-10:00: Family Time: One teacher facilitates the discussion during family time while all staff participates. Teachers monitor students to gauge involvement and to adjust conversation as needed to further involve all students.
- 10:00-11:00: Teachers rotate throughout the lab and assist individual students in coursework. Teachers assist students in all core academic areas and also elective areas. Individual teachers will teach a smaller group of students throughout academic time. Students are dismissed at 11:00.
- 11:00-12:00: Lunch period: Teachers have a non-contract lunch break. Many teachers spend time eating lunch together or with students.
- 12:00-3:00: Teachers receive a new group of students and complete same activities with afternoon group as with morning group. Different small learning groups may be taught based on student need. Due to the small class size, courses can be scheduled based on need. Students are dismissed at 3:00.
- 3:00-3:30: Teacher Dismissal: Teachers participate in afternoon discussion, parent meetings, and grading.

Supplemental Programming

- 1. *If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?***

Due to the nature of the school calendar, summer school will not be offered.

- 2. *Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.***

Achievement Academy, through the Crossing, will allow students to participate in a wide variety of extra- or co-curricular activities. Students participate in a number of activities on an intramural basis. Teachers select activities based on student interest and community support as all activities are funded through private donations. Some of these activities include softball, basketball, and

volleyball. Students are also encouraged to participate in community sports and specialty leagues whenever available and appropriate.

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

The Achievement Academy and CEC believe that, perhaps more than any other group, high school drop outs need a holistic approach to educating students – one that incorporates mental, emotional, and social issues. All areas of student development and health are addressed through multiple avenues each day. As mentioned above, Family Time addresses students’ needs through a discussion approach on emotionally meaningful topics. Furthermore, certified social workers facilitate topical small groups based on students’ needs. Some examples of groups include: anger management, drug use, identity, and sexual abuse. Another strategy to address students’ needs is through student services personnel. These staff members will frequently meet with students on an individual and small group basis. The holistic approach defined within the mission and vision clearly aligns with addressing students’ needs.

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

The Achievement Academy recognizes that family support is vital in meeting student needs. To facilitate family involvement, CEC regularly invites students’ families to the school for family dinners. As mentioned earlier, Extended Learning Opportunities are also student-focused and beneficial for student development. Students focus on serving others, building peer and adult relationships, and the CEC core values while on an extended learning opportunity.

Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate.

1. *Describe the overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.*

Because the Crossing Educational Center operates with each student having an Individualized Service Plan, each Achievement Academy student will be served based on his or her own individualized needs. However, the CEC program is designed for a specific population, i.e., students who have dropped out or have been expelled from traditional schools, and is therefore not suitable for all types of students. For example, while there are some intellectually gifted students who have dropped out of other schools and for whom the CEC program is suitable, the

CEC in its operations with SBCSC and other public school systems has not accepted intellectually gifted students who are not in need of the CEC's specialized program, even though such students might wish to enroll at a CEC school. It is requested that the Achievement Academy be authorized to operate in the same way as CEC schools have operated under contract with other public school systems, i.e., marketing to and enrolling only those students for whom the CEC program is suitable, i.e., dropouts. Similarly, in order to provide an effective and low-cost program for dropouts, the CEC has not developed the capacity to provide suitable services for the severely and moderately disabled, or English Language Learner (ELL) students with minimal knowledge of English; accordingly, it is requested that the Achievement Academy be authorized to operate (as CEC schools under contract with public school systems have operated) without being required to admit students in these categories.

For the students for whom the CEC program is designed, since a majority will have gaps in their education due to low attendance, expulsions, or having dropped out, the CEC program includes having support staff is available in each building to assist with student needs. A Reading Specialist is available for students reading below the expected grade level. English Language Learners with the required minimum proficiency in English are able to follow along in English while listening to portions of their lesson read in various language options. Given the design of CEC programs to meet the needs of students who have dropped out, there are not often students who are prepared at an intellectually gifted level, but there have been and it is expected there will continue to be some such students within the CEC dropout population, and CEC offers opportunities for those students, including Advanced Placement courses, dual credit courses, and independent study with various teachers meeting with the individual student to meet his/her needs.

2. ***Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:***
 - a. ***Methods for identifying students with special education needs (and avoiding misidentification);***

Students will be identified with special education needs by use of NWEA, ECA, and other assessments in addition to classroom observation and performance. All legally mandated testing guidelines will be followed through use of licensed special education administrator.

- b. ***Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;***

All students can learn. All students are engaged with general education curriculum at their own pace. Due to the small class size in the CEC program, students are able to meet with teachers in very small group or individual basis. Furthermore, curriculum can be offered either through use of the computer or through teacher instruction. A reading specialist is available for specific literacy needs.

c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);

Due to the nature of its computer-based education, layout of the classrooms, and the academic staff, CEC schools have not been able to serve students with moderate and severe special education needs. As noted above, it is requested that Achievement Academy be authorized to provide, through contracting with the CEC, the same scope of services that public school corporations have obtained from the CEC, which is targeted to a specific population. Since the CEC program utilizes the APEX learning software, which requires students to be able to read at a fourth grade reading level, the program is not effective for students lacking that threshold level of reading ability.

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

Graduation with a high school diploma is the standard expectation for all students. Students with special education needs may need additional support throughout coursework but will be strongly encouraged during IEP case conferences, in the classroom, and in discussions to attain the goal of a high school diploma.

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

The Crossing Educational Center is committed to hiring a special education administrator for the 2013-2014 school year. Furthermore, the eight to one student-teacher ratio is beneficial for all students, particularly those with special needs.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

a. Methods for identifying ELL students (and avoiding misidentification);

Students will be tested for ELL based on enrollment documents and meeting, classroom performance and observation, and available assessments.

b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;

APEX learning software is able to share information audibly and in various languages. Some students who are ELL may be able to listen to lessons while learning. Several teaching staff members are bi-lingual and/or have lived abroad. This helps ensure someone understands the feelings of the student. The small class size and individual attention is also beneficial for students. As noted above, Achievement Academy requires authorization to decline enrollment to ELL students lacking the rudimentary knowledge of English necessary for the CEC program to be effective.

c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;

Progress monitoring is essential regardless of the needs of the student. ELL students will be monitored through classroom observation and assessments. Additional assessments may be necessary and researched for preparedness.

d. Means for providing qualified staffing for ELL students.

As mentioned above, the staff of teachers is able to provide quality, individualized instruction and classroom environment. Staffing needs are continually evaluated.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

A central purpose of the Achievement Academy and the Crossing Educational Center is to serve students who are performing below grade level. In all CEC programs, progress is carefully monitored with NWEA testing three times per year, state-mandated assessments, and classroom observation. Since relationships are critical to student success, each student's Teacher of Record meets frequently with the student to monitor progress.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

a. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

See response to question 1 above. Students have several opportunities available. APEX offers several pathways, including Literacy Advantage for students who need more reading support and Advanced Placement for students who are seeking more intellectual challenge. Furthermore, dual credit courses are available. Other options include independent study for students who need additional challenge and exploration.

b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and

Students are closely monitored through NWEA testing three times per year, ECA and other state-mandated tests, and also classroom assessments.

c. Means for providing qualified staffing for intellectually gifted students.

The staff is expected to meet the needs of intellectually gifted students; however, if there is an area of concern, subject area specialists are able to be brought in to meet student needs, e.g., the Crossing Educational Center has enlisted the assistance of a math professor to assist a student in calculus. The goal is for students' needs to be met regardless of the staffing needed.

Admission Policy and Criteria

- 1. Explain the plan for student recruitment and marketing that will provide equal access to students and families interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; homeless students; and other youth at risk of academic failure.**

Student recruitment begins early in the calendar for a given school year. Marketing will include radio spots, newspaper ads, yard signs, and brochures. Staff and current students will host outreach events in communities: area neighborhoods, basketball courts, county fairs, parks, and other locations of interest for students. Staff will send letters to area dropouts, make phone calls, and do home visits to recruit students. By going to areas where students congregate, staff will be more likely to reach low-achieving students, families of poverty, and all other categories.

In addition to the above-mentioned student outreach opportunities, staff will also host community meetings at the school and at local organizations to garner support for the school and an understanding of enrollment process. These frequent meetings will assist in word-of-mouth advertising to increase enrollment.

- 2. Provide, as Attachment 5, the school Admission Policy, which should include the following:**

- a. Tentative dates for the application period and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;**

As the Achievement Academy, through the Crossing, is an alternative school model, enrollment is expected throughout the school year. Intent to Enroll Forms are available via the school website and will also be available via mail or the school office, and will be handed out at various events.

- b. A timeline and plan for student recruitment/engagement and enrollment;**

The above-mentioned marketing events and mailings will begin in January. Beginning in May, extensive community-related marketing will take place. Enrollment meetings will take place in mid-July. The CEC school year begins in the last week of July.

- c. An explanation of the purpose of any pre-admission activities for students or parents; and**

Orientation meetings will be held two times in mid-July. Parents and students are required to attend an orientation meeting to receive a copy of the student handbook, to meet staff, and to understand the enrollment agreement. Items such as immunization records, transcripts, etc. will be collected from students (or plans made to assist families in collecting the required documents).

- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

If the school is oversubscribed at any grade, describe the lottery process (which should include a three-week (3-week) timeline for the lottery to be conducted), how an outside third party will be found to handle the lottery, and the plan for providing written notification to the Office of Charter Schools, ten (10) days prior to the lottery. All Indiana Department of Education requirements regarding withdrawals and transfers will be honored. Exit interview expectations will be maintained.

While it is unlikely that there will be more students desiring to enroll than there are available spaces, Achievement Academy recognizes the Office of Charter Schools requirements regarding a lottery procedure if there are more applicants than the school can accept (see the maximum enrollment table at page 9). If necessary, the Achievement Academy will use the same procedure as the South Bend Career Academy:

Names of students will be drawn randomly until the maximum number of students is selected. Students whose names are drawn after the maximum will be placed on a waiting list in the order in which their names were drawn. This will ensure that students who wish to attend the school will be able to do so in the case of a cancellation by a student having drawn a higher admission number. Preference for students will be allowed only for direct siblings of current students.

All applicants offered enrollment should respond on or before the enrollment deadline. Those not responding to the enrollment deadline will be required to resubmit their application. If an applicant is selected in a lottery, their response is also due on or before the enrollment deadline.

John Nurkowski, Certified Public Accountant and partner in Young & Nurkowski, 1441 Northside Boulevard, South Bend, IN 46615, will audit and oversee the lottery process.

BSU's Office of Charter Schools will be informed of all lottery arrangements, at least ten days before the date of the drawing. Included in the information will be the procedures of the actual drawing, and how the Academy will handle those students not drawn.

Student Discipline

- 1. Describe the philosophy of student discipline that supports your school model. Discuss how parents will be informed of the school discipline policy.***

Students may enroll if they have spent time incarcerated, expelled from a public school, charged with a crime, or involved in gang activity. The Crossing was selected by the Achievement Academy to provide educational services for drop outs because of its experience as a second-chance program with a mission to impact the lives of those who may someday be a burden to society. Due to focusing on strong personal relationships with students, accommodations are made based on student strengths and weaknesses to assist them in becoming productive citizens. Free counseling is provided for students and parents through evening support groups. Students are expected to abide by a set of standards, and flexibility is essential in dealing with them on an individual basis.

The school recognizes that in order for a disciplined learning environment to take place, there needs to be a plan to ensure students' safety and an environment conducive to learning. CEC takes great efforts to produce an environment where home and school work together to produce the optimal learning environment. Parents are regularly informed of policies, processes, and current events. This dialogue and conversation takes many forms, including email updates, quarterly newsletters, and parent conferences.

Specific plans and practices have been created, implemented, and practiced. Achievement Academy and the Crossing will take care to ensure a safe, healthy, and positive environment for students and staff. Measures for this purpose include but are not limited to:

- Development and application of a school-wide discipline plan which is communicated to staff, students, and parents.
- Procedures for school visitors and volunteers.
- Exterior school door is locked during the school day limiting visitor's entrance through the main entrance of the school.
- The posting and adoption of OSHA standards and other safety rules.
- Communication devices for instant communication with staff and/or students via phones throughout the building.
- Development of policies and safety procedures and practice schedule for:
 - o Fire Drills
 - o Tornado Drills
 - o Emergency Lockdowns

2. *Provide, as Attachment 6, the school discipline policy, which should include the following:*

- a. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;***
- b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;***
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and***
- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.***

See Attachment 6

Parent & Community Involvement

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

Many community members are involved in developing every Crossing campus, so the same procedure will apply for the Achievement Academy. Each CEC campus works with a local board which is comprised of area business members and community leaders. The existing Crossing local board for St. Joseph County will work with the Achievement Academy in the same way as before the Achievement Academy's involvement (see pages 5 and 7 above).

- 2. Describe how you will engage parents and community members from the time that the operator is approved through the opening of school(s).***

Each CEC campus partners with parents and community in all aspects of the school. Because Achievement Academy is partnering with the Crossing Educational Center (which is already in existence), a rich relationship with parents and community members already exists. Both groups will assist in word-of-mouth advertising and also basics of assisting in classroom activities. Community members are also welcomed to the building and sought after. Community members are part of committee meetings, volunteer in the classroom, mentor students, and more. Community members are needed for the school to be effective. Frequent updates are given to community members to keep them aware of needs and how they can participate.

- 3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.***

Parents are frequently invited to CEC schools for Extended Learning Opportunities, Parent Support Groups, family events, and more. Parents are called each day a student is absent. Furthermore, teachers frequently call home to share positive growth students are displaying. Because the Crossing Educational Center is designed to be holistic in nature, the goal is to reach the family in addition to the student.

- 4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment 7, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.***

Community resources are plentiful for students. Southgate Church, Vineyard Church, and Gospel Center Church all provide resources (such as school supplies and meals) and also provide volunteers to help at the site, e.g., to tutor students or mentor. The St. Joe Mobile Medical Unit is available for free or low cost medical care. Growing Kids Daycare assists students involved in earning childcare credits by providing information and possible training. Bethel College has provided many volunteers to The Crossing Educational Center. As community engagement is central to what The Crossing does, further community partnerships are always being explored.

Educational Program Capacity

- 1. For any school expected to open for the 2013-14 school year, identify the key members of the school and management team's leadership. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success. These may include current or proposed governing board***

members, school leadership/management, CMO management, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- ***School leadership, administration, and governance;***
- ***Curriculum, instruction, and assessment;***
- ***Performance management; and***
- ***Parent and community engagement.***

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

Since the vast majority of all school operations will be completed by the CEC on a contract basis, the primary responsibility of CASB, acting directly rather than through CEC as its agent, will be:

- To manage the CEC contract and insure that CEC complies with all aspects of state and federal law and Charter sponsor requirements.
- Complete the ongoing submission of school and financial data that is not directly filed by CEC.
- Complete all billing and grant submission.

In order to accomplish this, the following individuals will be involved:

- Yolanda Turner-Smith, the School Leader for the South Bend Career Academy
Yolanda has extensive charter school experience. She will interact directly with the CEC Principal, Stan Good, for all Achievement Academy operational and management issues, and will be responsible for liaison between CEC and the CASB board.
- William Martindale, Business Manager for the South Bend Career Academy
Bill is responsible for all financial management for SBCA and has extensive experience in private industry senior financial and accounting positions. He will assume responsibility for the financial management of the Achievement Academy.
- Lawrence Garatoni, the Chairman of the Board of CASB and Executive Committee
Larry has 40 years of experience founding and leading businesses. He is also a member of the Board of the Crossing National and Chairman of the Board of The Crossing of St. Joseph Regional, Inc., the affiliate of CEC which is responsible for building costs of the CEC operations in St. Joseph County and liaison with the community for the CEC operations in St. Joseph County.

Ms. Turner-Smith's resume and Mr. Martindale's resumes are in Attachment 9. Mr. Garatoni's resume is included in Attachment 1. Each of the individuals named above is actively engaged in the operation of the SBCA. Yolanda and Larry have each been residents of St. Joseph County for over 20 years and are engaged in many community groups.

The CEC has overall responsibility for operating all campuses of the Achievement Academy. Its organizational structure, which will apply for the Achievement Academy as well as the CEC's other schools, provides for a regional principal who has responsibilities for up to seven (7) campuses in a geographic area with three (3) in St. Joseph County. Each campus has a campus coordinator who is in charge of operations at that site. The campus coordinator reports to the

school principal. The resume of the CEC's principal for St. Joseph County is attached as Attachment 8.

- 2. Describe the operator's current or planned process for sourcing and training potential school leaders for schools opening in subsequent years. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.**

The CEC has an established Human Resources process for training and promoting school leaders [as further described in Section 4 ("Portfolio Review") below]. It has developed a pipeline of leadership candidates from both internal promotion and outside recruitment.

- 3. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.**

Other than senior management from CASB and The Crossing as described above, no outside organizations, agencies or consultants have been or will be involved.

- 4. Identify the principal/head of school candidate for each school projected to open in 2013-14 and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as Attachment 8, the resume and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.**

If no candidate has been identified, provide the job description or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

The principal of the Achievement Academy will be Stan Good, the regional principal for the CEC campuses in St. Joseph County (see Attachment 8, his resume). Each campus will be headed by a Campus Leader (aka "Lead Teacher" or "campus coordinator"). For CEC's current St. Joseph County operations, the Campus Leaders are:

Erin Palladay- North (SBCA building, 3801 Crescent Circle, South Bend)

Matt Erdel- East (Gospel Center Church, 930 South 30th St., South Bend)

Stacy Handschu- South (Southgate Church, 3717 S. Michigan St., South Bend)

For the other two planned campuses, Campus Leaders will be selected prior to opening.

Their resumes (as well as Ms. Turner-Smith's and Mr. Martindale's) are included in Attachment 9.

5. ***Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as Attachment 9, the resumes and professional biographies for these individuals. If these positions are not yet filled, explain the timeline and process for recruitment and hiring, and provide the job description or qualifications for these positions.***

All of the day to day operations of the school will be contracted out and the responsibility of the Crossing, which is a mature organization with a solid infrastructure in place to support the area principals and the campus coordinators. It has home office support staff (in its Elkhart headquarters) for each major function. Staffing the various campuses is part of CEC's normal management process. See CEC organization chart included (with the Achievement Academy-CEC organization chart) as Attachment 11 (note: the CEC organization chart identifies "principal" as if singular; there are multiple CEC regions; the chart shows the structure of CEC operations and relations between the home office & each region).

6. ***Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.***

Each location, as described above, will be led by a campus coordinator, reporting to the regional principal. Securing locations and making preparations for operations (including hiring staff) is a function of the CEC headquarters office. No additional compensation is required for this function; the per pupil fee in the proposed contract (Attachment 16) covers this function.

Section 2. Operations Plan & Capacity

Provide the following information about the organization or network growth plan and capacity to carry out that plan with quality and integrity.

Network Vision, Growth Plan, & Capacity

- 1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.***

Not applicable: this application is limited to St. Joseph County. If the Achievement Academy desires to contract with the Crossing for any additional campuses, a request for amendment of the charter would be submitted. Since The Crossing's preferred method of operation is to contract with local school corporations, much if not all of The Crossing's growth will not involve Achievement Academy.

- 2. If the existing portfolio or growth plan includes schools in other states, explain specifically how Indiana fits into the overall growth plan.***

Not applicable.

- 3. Provide evidence of organizational capacity to open and operate high quality schools in Indiana and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.***

Not applicable.

- 4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.***

Not applicable.

- 5. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana over the next five years and how the organization will meet these challenges and mitigate risks.***

Not applicable.

- 6. Provide, as Attachment 10, the organization's annual reports for the last two years and any current business plan for the organization or network.***

Career Academy of South Bend, Inc., d/b/a South Bend Career Academy, has just finished its first year of operation, and has not yet been audited. Attachment 10 consists of the financial statement for CASB for its first year of operation (July 1, 2011-June 30, 2012)(see Attachment 27 for financial statements of The Crossing).

Network Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

See pages 28-29 above and Attachment 11 (organization charts).

2. Explain any shared or centralized support services the network organization will provide to schools in Indiana. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract which will be provided in Attachment 16)

The Achievement Academy will complete all billing to the State for the ADM payment (Basic Tuition Grant) and Special Education payment, using the same IT and business office infrastructure currently in place for South Bend Career Academy. It will also complete any student data submission not completed directly by The Crossing.

The Crossing has an extensive IT and business office infrastructure currently in place.

See Attachment 16, proposed contract between Achievement Academy and CEC.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

All policy decisions, curriculum, and major functions below are decided at the corporate level of CEC and carried out at the campus level. Achievement Academy has approved these decisions

Function	The Crossing (Network) Regional and Corporate Level Decision-Making	The Achievement Academy (School) Decision-Making
Performance Goals	See page 13 above and pages 44-45 ("Performance Management") below.	The Achievement Academy has accepted the performance goals that the Crossing has set for each of its campuses as detailed at page 13 above and pages 44-45 below.
Curriculum	CEC corporate	
Professional Development	CEC corporate	

Data Management and Interim Assessments	CEC corporate	
Promotion Criteria	CEC corporate	
Culture	CEC corporate	
Budgeting, Finance, and Accounting	CEC corporate	The Achievement Academy expects the Crossing to complete all of its duties with the agreed upon payment.
Student Recruitment	CEC corporate	
School Staff Recruitment and Hiring	CEC corporate	
H/R Services (payroll, benefits, etc)	CEC corporate	
Development/ Fundraising	CEC corporate	
Community Relations	CEC corporate	
I/T	CEC corporate	
Facilities Management	CEC corporate	
Vendor Management / Procurement	CEC corporate	
Other operational services, if applicable	CEC corporate	

4. Provide, as Attachment 11, the following organization charts:

- a. Year 1 network as a whole (including both network management and schools within the network)**
- b. Year 3 network as a whole**
- c. Year 5 network as a whole**
- d. Year 1 school-level organization chart for the proposed 2013-14 school**
- e. School-level organization chart at full expansion for the proposed 2013-14 school.**

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-

level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Attachment 11 includes an organization chart showing the relationship between CASB and The Crossing as well as an organization chart showing the division of responsibilities within CEC (not, however, showing the involvement of The Crossing of St. Joseph Regional, Inc., as described at page 5, page 7 and page 26 above), and an org chart for the CEC St. Joseph Region. No changes in these relationships from year to year are planned or anticipated. As noted above, Achievement Academy will contract with The Crossing for educational services as detailed in Attachment 16.

Governance

Legal Status and Governing Documents

Describe the legal status of each proposed school, including whether the entity proposing to hold the charter is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Provide the following in **Attachment 12**: a copy of the Articles of Incorporation for the entity proposing to hold the charter (if filed), proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), as well as copies of the proposed board bylaws and policies. As **Attachment 13**, provide a completed and signed Statement of Assurances.

Governing Board

1. ***Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.***

The Achievement Academy agrees with the CEC's principles and guidelines, as described at pages 5-7 above, and has adopted them.

2. ***Describe the governance structure at both the network and individual school levels.***
 - a. ***Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement that a parent of a child at each school serve on the governing body.***

There will be only one governing board: CASB. The applicant was not aware of any statutory requirement that the board must include a parent of a child enrolled at the school. A parent member will be invited to be on the board of the Crossing St. Joseph Regional Board. Refer to page 26, Parent and Community Involvement.

- b. ***Describe the size and composition (current and desired) for each board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.***

See page 8 and Attachment 1 as to the composition of the CASB board. Assurance of effective representation of key stakeholders is through the CASB's relationship with CEC. As noted at pages 5, 7 and 26 above, the CEC local St. Joseph County board is comprised of key community stakeholders and regularly invites feedback, input, and representation from community educators, members, parents, and students.

- c. Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).**

See page 8 and Attachment 1 as to the CASB board.

- d. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.**

CASB expects the Achievement Academy to be successful because The Crossing's South Bend schools are already successful. In addition, through the measurement metrics provided by The Crossing corporate office and CASB's communications with the local Crossing board (see pages 5, 6, and 26), CASB will receive ongoing information about CEC success and leadership, including reports from CEC as to student performance in relation to the standards stated at page 13 above and pages 44-45 below.

- 3. List all current and identified board members and their intended roles (adding rows as needed).**

See page 8 and Attachment 1 as to the CASB board.

Full Name	Current Job Title and Employer	Position with Proposed School/School Name [School Name: Achievement Academy]
Lawrence H. Garatoni	Director/Board Chairman/Treasurer Self-employed	Director/Board Chairman/Treasurer
Steven Hartz	Director/President Self-employed	Director/President
Tracy Graham	Director Self-employed	Director
Rob Staley	Director CEO, Crossing Educational Center	Director
Suzanne Wiwi	Director Head of School, St. Joseph Grade School	Director
Vivian Sallie	Director Self-employed	Director
James Summers	Director/Secretary Self-employed	Director

Summarize members' interests in and qualifications for serving on the school's board. In Attachment 14, provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).

Attachment 14 consists of Information Sheets only; resumes/bios of board members are included in Attachment 1.

- 4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.**

Not applicable.

If this application is being submitted by an existing non-profit organization:

- a. Will the charter ultimately be held by the existing non-profit or a different non-profit board? If the latter, explain the transition.**

The charter will be held by the existing non-profit (CASB).

- b. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

There is no need to transform the board's membership, mission or bylaws. Services for the Achievement Academy will be provided by CEC per contract, subject to the CASB board's oversight.

- c. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.**

Not applicable.

- 5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.**

Board members were selected for interest and critical expertise, as reflected by their resumes and biographical summaries included in Attachment 1. The board generally meets monthly. The board has established several committees: an Executive Committee as described in Article IV, Section 1 of the bylaws (included in Attachment 12); an Academics Committee; Governance Committee; Marketing Committee, and Finance Committee.

Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 15, the board's proposed Code of Ethics and Conflict of Interest policy.

See Article V of the bylaws (included in Attachment 12) and Attachment 15, supplemental conflict of interest policy.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Since Rob Staley, founder and director of The Crossing, is a member of the CASB board, and Lawrence Garatoni, Chairman of the CASB board, is also a member of The Crossing's National Board and Chairman of the St. Joseph Regional Board, there is a potential for

conflict of interest. By CASB's conflict of interest policy (Attachment 15), neither Mr. Staley nor Mr. Garatoni shall vote as to any transaction between CASB and The Crossing. However, since both The Crossing and CASB are charitable organizations with similar charitable missions, and the terms of The Crossing's relationship with CASB will replicate contract terms already in place between The Crossing and many public school corporations, the proposed relationship is believed to be wholly appropriate.

6. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

There is no plan to increase the number of members of the CASB board of directors. As stated in the bylaws (included in Attachment 12), each member of the board serves an initial term of approximately three years (terms are staggered so not all initial terms are the same duration), and on the expiration of each member's term, the remainder of the board will vote to offer an extension of the member's term or to replace the member.

New members will be selected on the basis of the same criteria used to select the current members: successful business careers and ties to local businesses, educational experience/expertise, and community ties.

The CASB board engaged Dr. Brian Carpenter, an expert in charter school governance, for training in October, 2011, and anticipates an ongoing relationship with Dr. Carpenter. New board members will receive orientation training including review of the charter application, review of financial records, copies of all past minutes, and sessions as needed with management (both SBCEA and CEC) to gain insight into school operations.

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

It is requested that this requirement be waived, since background checks have already been provided for all members of the CASB board as part of the application filed in 2010 for South Bend Career Academy.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

For the Achievement Academy, CASB will rely on the advisory body to CEC: The Crossing of St. Joseph Regional, Inc., a group of community leaders who support CEC's operations in St. Joseph County. As explained at pages 5-7, 26, and 33 above, CEC will continue to utilize its system of parent/community engagement, which has worked well in St. Joseph County and other CEC locales.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Ultimate authority as to CEC matters rests with Rob Staley and the CEC board. As to the Achievement Academy, ultimate authority rests with the CASB Board. Neither CEC nor CASB have established, as a matter of policy, a right on the part of parents or students to meet with or have a matter determined by the board.

School Management Contracts

If the applicant does not intend to contract with a non-profit education service provider or management organization, mark "Not Applicable" and skip to next section.

If any proposed school intends to contract with an education service provider (ESP; i.e. charter management organization or education management organization) for school management, provide the following information (and include the requested documentation in **Attachment 16**):

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

CEC was selected because it already operates in St. Joseph County and has a proven record of success in providing educational services consistent with CASB's charitable purposes.

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

Term sheet included in Attachment 16.

3. A draft of the proposed management contract

Included in Attachment 16.

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

The service provider (CEC) will submit periodic reports to the CASB as to school operations, and will provide appropriate documentation of student enrollment, attendance, and course completion as provided in the proposed agreement. The board has the right to terminate the agreement if CEC breaches its terms.

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

As stated above:

Since Rob Staley, founder and director of The Crossing, is a member of the CASB board, and Lawrence Garatoni, Chairman of the CASB board, is also a member of The Crossing's board, there is a potential for conflict of interest. By CASB's conflict of interest policy (Attachment 15), neither Mr. Staley nor Mr. Garatoni shall vote as to any transaction between CASB and The Crossing. However, since both The Crossing and CASB are charitable organizations with similar charitable missions, and the terms of The Crossing's relationship with CASB will replicate contract terms already in place between The Crossing and many public school corporations, the proposed relationship is believed to be wholly appropriate.

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

Copy of Certificate of Existence for The Crossing National, Inc., and its 501(c)(3) approval, are included in Attachment 16.

Human Capital

Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

CASB will not add further schools unless by an amendment to this charter. If these questions are deemed to apply to CEC, it is requested that these requirements be waived since CEC's planned growth will be largely if not wholly independent of its relationship to CASB, and authorization for any further connection will be sought by an amendment to this charter.

School Staff Structure

- 1. Complete the table(s) below outlining your school staffing rollout plan for a "typical" elementary school and/or a "typical" high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain.**

See above: CASB will not add further schools unless by an amendment to this charter. If these questions are deemed to apply to CEC, it is requested that these requirements be waived since CEC's planned growth will be largely if not wholly independent of its relationship to CASB, and authorization for any further connection will be sought by an amendment to this charter. See Attachment 11 for Regional and Campus level organizational charts.

New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1			
Special Ed Administrator	1	1	1			
Regional Coordinator	1	1	1			
Social Services Coordinator	1	1	1			
Career Coordinator	1	1	1			

Administrative Assistant	2	2	2			
Certified Teachers	10	14	16			
Non-Certified Teachers	5	7	8			
Total FTEs	22	28	31			

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

See Attachment 11 for the Regional and Campus organizational charts. As noted above, CEC operates with a maximum ratio of eight students per teacher. On most days, there are additional support staff in the building which could include an Art Teacher, Social Worker, and Regional Coordinator.

Staffing Plans, Hiring, Management, and Evaluation

- 1. Explain the relationship that will exist between the proposed charter school(s) and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 17, any personnel policies or an employee manual, if developed.**

The Achievement Academy will contract with The Crossing for all on-site services; the provided information in Attachment 17 is for CEC employees. The Crossing uses MOUs for all staff, based on a one-year arrangement for at-will employment, as shown in Attachment 17.

- 2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.**

See Employee Benefits and Pay Scale included in Attachment 17. A \$1,500 annual stipend is included in pay for the Campus Leader in each campus. At this time, we have no specific strategy for retaining high-performing teachers. Because of the educational mission, CEC teachers are motivated by the mission rather than significant compensation.

- 3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff in accordance with IC § 20-24-6, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.**

Recruiting is primarily done by word of mouth or job posting through local universities and the CEC website. Each candidate must accept and have a strong understanding of CEC corporate values and mission statement.

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

Hiring: A Level III background check is generated for each candidate upon employment. Confirmation of right to work through the e-verify process is performed on each employee when they begin.

Any staff member found to be under-performing is placed on an action plan for improvement. A high performing staff member and a principal are each partnered with the staff member for weekly mentoring relationship to improve performance. The under-performing staff member is often assigned books on the given area of struggle: academic areas, leadership, or working with specific populations of students. Continuation of under-performance will result in termination.

5. *Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment 18, your leadership evaluation tool(s).*

The head of schools for the Achievement Academy, Stan Good, who is the head of CEC Region 2, reports to the CEO, Rob Staley. Mr. Staley will review the progress of all campuses under Mr. Good's supervision, including the Achievement Academy. CEC provides weekly meetings with the CEO for principals to receive feedback and support. Furthermore, bi-weekly administration meetings with all area administrators provide further feedback and support. A leadership evaluation tool is being developed to provide quantitative evaluation.

6. *Explain how teachers will be supported, developed, and evaluated each school year. Provide, in Attachment 18, your teacher evaluation tool(s).*

All CEC teachers are supported by being made part of a teacher team. No teacher works alone. Additionally, Core Coordinators (a leader in each pillar area: Academics, Character, Leadership, and Careers) are provided to support the teaching staff. Social workers, student services personnel, and regional coordinators (to provide clerical support) are all added to assist students and teachers. The teacher evaluation tool will comply with IC 20-28-11.5-4. Please see the draft evaluation tool in Attachment 18.

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

Any staff member found to be under-performing is placed on an action plan for improvement. A high performing staff member and a principal are each partnered with the staff member for weekly mentoring relationship to improve performance. The under-performing staff member is often assigned books on the given area of struggle: academic areas, leadership, or working with specific populations of students. Continuation of under-performance will result in termination.

Teachers may be reassigned to a different campus throughout the school year. In the event of new incoming staff through the year, quarterly training will take place to acclimate these staff to CEC culture.

Professional Development

Describe the school and organization's professional development expectations and opportunities, including the following:

1. *Who will be responsible for professional development?*

A mark of an excellent school is the professional caliber of its staff. The Crossing Educational Center is responsible for professional development for Achievement Academy. Professional development is a priority at CEC with its faculty members having advanced degrees and participating in ongoing staff development programs. All staff members are required to participate in professional development eleven days a year. The CEC staff is committed to excellence in professional development, whether it is in the form of continuing education of the faculty, professional in-service programs in the school, or attending professional workshops. An extensive professional development schedule is planned each school year as verified on the Crossing Educational Center school calendar.

Please see Attachment 18 for additional information

2. *Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally at the school, by the network, or externally and the extent to which it will be individualized or uniform for each teacher.*

CEC functions as a data-driven organization making staff development and training decisions based on data gathered on student performance. Recent data has reflected a need to facilitate a comprehensive 10 days of training in the following areas:

A. Teaching with Poverty in Mind: Teachers will continue to grow in understanding of expectations and behaviors related to poverty allowing for the growth of relationships with family, communities, and students. Ruby Payne and other experts will be used as a resource for growing in knowledge of this area.

B. Reading Instruction: Recognizing that many of the students read below grade level, reading instruction is key to assisting our students in becoming successful members of society.

C. Integrating technology as an integral part of education. Students use APEX learning software for about 70% of their instructional material. In addition to educational materials, students are encouraged to check school-related email during a designated time during the school day. Teaching students responsible use of technology is a key to their success.

Professional Development is almost wholly conducted internally at the school with the Curriculum and Instruction Team partnering with Administration to provide the differentiated training. Although some professional development is inclusive with all staff participating, other portions are broken into smaller groups to address individual staff needs. The professional development opportunities are based on identified needs from teacher surveys, data showing deficiencies, and changes being brought to the team.

3. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Multi-tiered professional development occurs prior to the first day of school.

- **New Staff:** New staff members are brought together for one day of professional development with an emphasis on the vision and mission of the organization.
- **Campus Leaders:** Campus Leaders are brought together for two days of professional development. The emphasis is on vision and mission. The other topics of discussion include: new or updated information to core areas (Academics, Character, Leadership, and Careers), day-to-day operations, curriculum, and instruction.
- **All staff:** All staff members are brought together for three days of staff development. The purpose is for vision and mission, day-to-day operations, updates to curriculum and instruction, etc.

Please see Attachment 18 for professional development schedule documents.

4. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and how such time will typically be used.*

Professional development is essential to the ongoing success of the school; therefore, many days are scheduled for staff to participate in professional development. Although tiered with various members attending, there are a total of 15 scheduled professional development days.

Administration, Leadership Team, All Staff, New Staff, and individual groups based on job description all participate in ongoing professional development. In addition to these scheduled dates, the Curriculum and Instruction Team will provide mini-sessions of professional development based on need. These may take place during the school day or after school.

The school's calendar lends itself to multiple training dates, as they occur during the breaks. Staff has thirty minutes before school and thirty minutes after school for collaboration. Furthermore, the teaming nature of the classroom allows for further collaboration. The school's calendar is particularly essential for providing effective professional development. Since the professional development is facilitated during school breaks, students do not miss days throughout the school year for staff meetings and trainings. Mini-professional development sessions based on various topics are provided during lunch, after school, and throughout the breaks. These times are also used for staff collaboration, planning, and recordkeeping.

Performance Management

BSU will evaluate the performance of every charter school annually including for "green-lighting" conditionally approved charters for subsequent years and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth and comparative performance based on federal, state, and school-specific measures. The financial

performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the BSU's performance standards with school-specific academic or organizational goals.

- 1. Describe any mission-specific educational goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.***

In addition to requirements of the Department of Education, The Crossing Educational Center has adopted the following set of criteria to determine success of individuals

Key Indicators of Success

Academics

1. 75% of students will earn three (3) credits per semester
2. 50% of students will show growth in NWEA scores in at least one of three areas (Math, Language, Reading)
3. For students who have completed one full year with CEC, 30% will pass ECA. For students who have completed two or more years, 50% will pass ECA.
4. 70% of students in developmental reading will improve reading scores by one grade level.
5. 85% attendance rate will be attained.
 - a. Interventions will be in place for 100% of the students below attendance rate.

Character

1. 30% of the students have been mentored in some fashion during the year
2. 75% of the students know and can articulate the CEC core values
3. Have at least one Family Night per quarter with 50% of families represented

Leadership

1. 50% of students will participate in the Leadership Academy
2. 90% of students participate in ongoing service learning per semester

Careers

1. 75% of students enrolled in an internship program will successfully complete the internship program (a CEC internship program is a minimum of ten hours per week for a nine week period)

2. 95% of all students will participate in an internship program prior to graduation
3. 80% of students show improvement on the evaluations during the internship
4. 95% of all graduating seniors have a written career plan and have taken the first steps in enrolling in post-secondary training prior to graduation.

2. Describe any mission-specific organizational goals and targets that the school(s) and/or organization will have. State goals clearly in terms of the measures or assessments you plan to use.

Refer to Question 1 above

3. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the curriculum, performance goals, and state standards.

The Crossing Educational Center will use NWEA for interim assessments. NWEA is a comprehensive assessment that helps determine students' progress in math, language use, and reading. The CEC Reading Specialist will also use assessments to determine reading levels and progress. State standards require academic growth in each of these areas.

4. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.

Answered in the above question

5. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Data is collected on a weekly basis from campus leaders and staff. It is submitted to coordinators of each Core Area (Academics, Character, Leadership, and Career) for disaggregation and analysis. Decisions are made based on the analysis of data.

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

The Crossing Educational Center's principal and corporate level administration will be responsible for data and professional development to improve student achievement.

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

The Crossing Educational Center strongly supports the need for teachers to receive professional development in data analysis to improve student learning. Professional Development will be centered around the importance of this, with data being a weekly topic at the administrative level.

- 8. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.**

The Crossing Educational Center uses the key indicators of success described above to determine the performance of a campus. If a school is found to be underperforming, changes are made to improve student achievement. Examples of changes include: change in structure, change in staff, adjustments to curriculum, etc.

- 9. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.**

The Achievement Academy will monitor the performance of CEC using the key indicators of success detailed above. If after working with CEC to achieve its goals, if CEC fails to make progress on the goals, the Achievement Academy will have to either find another contractor to achieve the goals or re-evaluate whether the goals were realistic in the first place.

Facilities

Charter school facilities must comply with state and local health and safety requirements (per IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies). In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures.

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

Three of the five St. Joseph County campuses have been selected and lease agreements are in place. The other two have been tentatively identified and arrangements are being made.

- 2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. If you have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as Attachment 19. Briefly describe the facility including location, size, and amenities. Provide a detailed list of any anticipated construction or renovation costs (these should also be described in the budget narrative and reflected in the budget). You may provide, as Attachment 20, up to 10 pages of supporting documents providing details about the facility.**

Please see Attachment 19 for lease agreements for the three confirmed campus sites.

No anticipated construction or renovation costs are associated with these locations or the prospective additional two locations.

Start-Up & Ongoing Operations

- 1. Provide, as Attachment 21, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. The start-up plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school's first day of operation per IC § 20-24-3-4. This plan should align with the Start-Up (Year 0) Budget in the Budget Worksheets.***

Please see Attachment 21

- 2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.***

The school will not provide transportation; however, the school will work with public transportation to assist students in efforts to attend school. At times, the school will work with families by providing bus passes and gas cards. Additionally, the school offers rental use of bicycles for students who live nearby the school.

- 3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.***

The school recognizes that in a disciplined learning environment requires a plan to ensure students' safety and an environment conducive to learning. The school takes great efforts to produce an environment where home and school work together to produce the optimal learning environment. Parents are regularly informed of policies, processes, and current events. This dialogue and conversation takes many forms, including email updates, quarterly newsletters, and parent conferences.

Specific plans and practices have been created, implemented, and practiced. CEC has taken every measure in ensuring a safe, healthy, and positive environment for students and staff. They include, but are not limited to:

- Development and application of a school-wide discipline plan which is communicated to staff, students, and parents.
- Procedures for school visitors and volunteers.
- Exterior school door is locked during the school day limiting visitor's entrance through the main entrance of the school.
- The posting and adoption of OSHA standards and other safety rules.
- Communication devices for instant communication with staff and/or students via phones throughout the building.

- Development of policies and safety procedures and practice schedule for:
 - o Fire Drills
 - o Tornado Drills
 - o Emergency Lockdowns

Additional agreements for technology safety have been explained in the student handbook as attached.

4. ***Provide, as Attachment 22, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.***

Please see Attachment 22

Operations Capacity

Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- ***Staffing;***
- ***Professional development;***
- ***Performance management;***
- ***General operations; and***
- ***Facilities management.***

Applicants should describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CASB has experience in operating a charter school, South Bend Career Academy, including capacity topics such as staffing, professional development, performance management, general operations, and facilities management. It is due to this experience that CASB has been able to identify and approve CEC as the proposed education provider.

Section 3. Budget and Financial Plan

Financial Plan

(No limit to budget narrative; include as Attachment 24)

For multi-site operators or networks, the Achievement School District requires individual **school** and **network-level** financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level.

- 1. Describe the systems and processes by which the organization and school(s) will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.***

The Achievement Academy will contract with CEC for most services, retaining only the functions for (i) tuition billing to the IDOE; (ii) tuition payments to CEC; (iii) submission of reports and records to the IDOE which CEC is not legally authorized to submit directly; (iv) functions which by law must be performed by CASB rather than CEC (i.e., writing IEPs and assuring IEP compliance); (v) engaging and dealing with auditors to meet legal requirements.

- 2. Describe how you will provide an independent annual audit of both organization-level and school-level financial and administrative operations.***

CASB will utilize the Fitzgerald CPA firm (Indianapolis) for the SBCA audit and will have the same firm complete the required audit for Achievement Academy and CASB as a whole.

- 3. Provide, as Attachment 23, detailed budgets for the operator at the network level AND for EACH individual school. Applicants must provide a network-level budget (no template is provided). Applicants must either complete the Budget Worksheets (all sections) for the network and each campus, including revenue and expenditure projections that reflect proposed growth and development needs over time, or may submit financial forms in the organization's existing format, provided that they accomplish the following:***

- a. Include a separate budget for each school***

Attachment 23 includes separate budgets for CEC and Achievement Academy plus a combined budget

- b. Include a back-office budget***

The budget for Achievement Academy is essentially a back-office budget: CASB's role for is limited to back-office, oversight, and limited direct functions.

- c. Specify per-pupil management fees***

See Attachment 16, proposed contract between CASB and CEC.

- d. Incorporate financial implications of facilities plans***

The Achievement Academy will not incur building costs: CEC (more specifically, its St. Joseph County affiliate, The Crossing of St. Joseph Regional, Inc.) is responsible for all building costs.

- 2. Present, as Attachment 24, a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).**
 - a. Per-Pupil Revenue. Use the figures below in developing your budget assumptions.**
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.**
 - c. Discuss the school/organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**
 - d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.**
- 3. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.**

The organization will rely on the state tuition funding sources described in Section 2 of the Budget Narrative (Attachment 24). Staffing needs will be met from those sources.

- 4. Describe the annual audit of the financial and administrative operations of the school and organization. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana.**

CASB will utilize the Fitzgerald CPA firm (Indianapolis) for auditing, as described in the response to Section 3 in the application narrative. We cannot prove that we will comply with the law (how could anyone prove a future act), we can only state that it is our intention to comply with all legal requirements.

Financial Capacity

Describe the team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- **Financial management;**
- **Fundraising and development; and**
- **Accounting.**

The qualifications of the team (Garatoni, Turner-Smith, Martindale and CEC staff) have been described in the application narrative.

Section 4. Portfolio Review/Performance Record

BSU will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. ***This section does not require applicants to provide academic performance data for schools operated by the organization. Reviewing performance data is a critical part of the BSU's due diligence and evaluation process, and BSU will tailor this review to the scale and scope of each organization's portfolio. Applicants should expect a supplemental request for information tailored to the history and structure of the applicant organization.***

1. Using the Portfolio Summary Template, provide, as **Attachment 25**, a detailed summary of all of the schools in the operator's portfolio.

Please see Attachment 25 which provides an overview of all campuses.

2. ***Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.***
 - a. ***Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.***

Please refer to the Key Indicators of Success as mentioned earlier.

- b. ***Discuss the primary causes to which you attribute the school's distinctive performance.***

The key causes we associate with success are: relationship, smaller class size and ratio, and the character development incorporated in all we do with students.

- c. ***Discuss any notable challenges that the school has overcome in achieving its results.***

The students who attend The Crossing Educational Center are frequently involved in chaotic life situations that detract from their ability to focus on education. When working with dropouts, teachers have to overcome all of the life obstacles students have: Lack of transportation, childcare issues, gaps in education, low reading ability, etc.

- d. ***Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.***

As referred to numerous times throughout this application, relationship, a holistic approach, and character education appear to be key factors in increasing student achievement. Campus leaders get together once a month to discuss what is going well in their campus. Also, frequent teacher swaps are done to have teachers visit high performing schools and share ideas.

3. ***Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.***
- a. ***Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.***

Please refer to the Key Indicators of Success as described at pages 44-45 above.

- b. ***Describe the primary causes to which you attribute the school's problems.***

Campuses have been closed due to inadequate support from the local public school in that the school did not refer enough students to the campus for the campus to be financially viable. No campus has been closed due to inadequate student performance.

- c. ***Explain the specific strategies that you are employing to improve performance.***

If a campus is seen as underperforming, several strategies are employed to create positive change in student achievement. First of all, additional staff would be hired to support the existing staff. The additional clerical support, social workers, and certified teachers would all be helpful. Another change to increase student achievement and school success is further professional development with focus on areas of identified weakness. Additionally, adjustments are made to instructional methodology to meet student needs.

- d. ***How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?***

Please refer to the key indicators of success as earlier mentioned. It outlines the expectations of satisfactory performance for a Crossing Educational Center school.

4. ***For all schools operating in the state of Indiana, provide as Attachment 26, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).***

There are none; however, the Freeway School accreditation application and approval are provided

5. ***For all schools operating in the state of Indiana, provide the following in Attachment 27 (a) the last three years of audited financial statements for the school(s); and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP level, and the overall operations are distinctly represented.***

There are no audited statements. See CEC financials for the past two years in Attachment 27.

6. ***For the organization as a whole and any related business entities, provide the following as Attachment 28: (a) the last three years of audited financial statements and***

management letters; and (b) the most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP level and the overall operations are distinctly represented.

There are no audits, and there are no schools outside of Indiana. See Attachment 27.

- 7. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."***

Not Applicable (there are none)

- 8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.***

Not Applicable (there are none)

- 9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.***

Not Applicable (there are none)

- 10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment 29 (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.***

Not Applicable (there are none)

ATTACHMENT 1

Leadership and Governance

Governing Board List and Biographies

GOVERNING BOARD OF DIRECTORS LIST

NAME	Mr. Lawrence Garatoni
TOWN, STATE	Mishawaka, Indiana
RESPONSIBILITIES	Chairman of the Board
QUALIFICATIONS	Area employer, educational and philanthropic involvement
CONTRIBUTIONS	Organizer

NAME	Mr. Steve Hartz
TOWN, STATE	South Bend, Indiana
RESPONSIBILITIES	President
QUALIFICATIONS	Area employer, educational and philanthropic involvement
CONTRIBUTIONS	Organizer

NAME	Mr. Tracy D. Graham
TOWN, STATE	South Bend, Indiana
RESPONSIBILITIES	Will help work on Technology and Finance
QUALIFICATIONS	Start-up business experience, community involvement
CONTRIBUTIONS	Has experience as board member of private school and community involvement; also brings high-tech and use of technology experience to The Academy

NAME	Ms. Vivian Sallie
TOWN, STATE	South Bend, Indiana
RESPONSIBILITIES	Assist with marketing plan, outreach to minority communities
QUALIFICATIONS	Marketing experience, political background, community involvement
CONTRIBUTIONS	Will help assure that the Academy's message reaches the entire community

NAME	Mr. Rob Staley
TOWN, STATE	Granger, Indiana
RESPONSIBILITIES	Assist with school's hiring process, developing policies
QUALIFICATIONS	Educational background including administrative and alternative settings; previous public high school principal, administrative officer of private school
CONTRIBUTIONS	Bring depth of educational experience to board; mentor to staff

NAME	Mr. James M. Summers, Jr.
TOWN, STATE	Granger, Indiana
RESPONSIBILITIES	Assist with marketing plan, outreach to minority community
QUALIFICATIONS	Marketing experience, political background, community involvement
CONTRIBUTIONS	Will help assure that the message reaches the entire community. Through experience with Chicago Urban League, gives the Board a look into the at-risk population and how to work within these communities

NAME	Ms. Suzanne Wiwi
TOWN, STATE	South Bend, Indiana
RESPONSIBILITIES	Assist with educational program oversight
QUALIFICATIONS	Teacher, principal, educational consultant
CONTRIBUTIONS	Evaluate curriculum, academic data, mentor school leader

Career Academy of South Bend, Inc. Directors and Officers Contact Information

<p>Lawrence H. Garatoni</p> <p>4100 Edison Lakes Pkwy, Suite 260</p> <p>Mishawaka, IN 46545</p> <p>Director/Chairman/Treasurer</p> <p>larry.garatoni@hqinvestments.com</p> <p>574-271-5145 ext 218</p>	<p>Tracy Graham</p> <p>1400 East Angela Drive</p> <p>South Bend, IN 46617</p> <p>Director</p> <p>tgraham@graham-allen.com</p> <p>574-485-2146</p>
<p>Steve Hartz</p> <p>2629 Foundation Drive</p> <p>South Bend, IN 46628</p> <p>Director/President</p> <p>steve.hartz@valuetooleng.com</p> <p>574-514-1929</p>	<p>Vivian Sallie</p> <p>300 West Jefferson Blvd.</p> <p>South Bend, IN 46601</p> <p>Director</p> <p>vsallie@aol.com</p> <p>574-271-9799</p>
<p>Robert Staley</p> <p>2930 South Nappanee Street</p> <p>Elkhart, IN 46517</p> <p>Director</p> <p>rstaley@crossingcec.com</p> <p>574-596-8350</p>	<p>James Summers</p> <p>14677 Bridlewood Lane</p> <p>Granger, IN 46530</p> <p>Director/Secretary</p> <p>james@tsgdiversity.com</p> <p>574-360-2638</p>
<p>Suzanne Wiwi</p> <p>216 North Hill Street</p> <p>South Bend, IN 46617</p> <p>wiwi@stjosephgradeschool.com</p> <p>574-234-0451 ext 11</p>	<p>Charles Loeser</p> <p>4100 Edison Lakes Pkwy, Suite 260</p> <p>Mishawaka, IN 46545</p> <p>Assistant Secretary</p> <p>Charles.Loeser@hqinvestments.com</p> <p>574-271-5145 ext 218</p>

TRACY GRAHAM

Mr. Graham is the founder and Managing Principal of Graham Allen Partners. Graham Allen Partners is a private holding company focused on the incubation of early-stage, high-growth technology businesses. Mr. Graham has 15 years of executive level experience in the technology industry and has led more than \$80 million in technology related acquisitions and divestitures. Graham Allen Partners utilizes this extensive experience to create value in their subsidiaries, while developing innovative business models that create local partnerships that positively contribute to the community and add value for their investors.

Prior to founding Graham Allen Partners, Mr. Graham co-founded GramTel, Inc (a managed data center provider) in partnership with The Jordan Company (a private equity firm headquartered in New York). As President of GramTel, he was responsible for the company's strategic direction as well as aligning all internal and external resources to gain market share in the small and mid-sized business market. He led the company to become the largest provider of managed data center services in the state of Indiana and the largest privately held provider in the Midwest. In 2007, he completed the successful sale of GramTel to Cincinnati Bell, Inc (a publicly traded telecommunications company).

After selling GramTel, he joined the Cincinnati Bell team and over a two year period worked with the company to build its managed data center business with a focus on the small and mid-sized business market.

Prior to founding GramTel, he founded Internet Services Management Group, Inc ("ISMG") where he led the company to become the second largest privately held ISP in the United States (acquiring and integrating 23 companies). With its focus on a secondary market customer niche, ISMG thrived well below the radar of the giant telecom providers. His ability to execute a business strategy that embraces secondary markets propelled the company to a leadership position in the field.

Mr. Graham has a long history of community service, currently serving on the boards of Davenport University (Chairman), Memorial Hospital, WNIT (a Public Broadcasting Television Station), The Center for the Homeless, and the Career Academy of South Bend. Graham earned a Bachelor of Arts degree from the University of Notre Dame and attended the Indiana University Graduate School of Education.

STEVE HARTZ

63551 Miami Rd

South Bend, IN 46614

QUALIFICATIONS

Leadership:

Owner Value Tool & Engineering, Inc (15 employees)

Owner Value Production, Inc (37 employees)

President of The Apprentice Academy, Inc

9 years Management at Mack Tool & Engineering (37 employees)

1 year Forman foreman at Champion Home Builders

4 years team chief, USAF (14 personnel)

Supervision of all aspects of a Tool & Die shop 20 Plus years

Material Management

Work scheduling

Purchasing of materials, tooling and capital investments

Personnel manager

Sales

Quoting

Quality control systems

Business finances and accounting

Knowledge of all phases of the Manufacturing business

Operation and maintenance of all equipment

Very good computer skills and CAD/CAM software

Personal contacts with both customers and suppliers

Ability to work with all types of steels and other materials

Very capable problem solving skills in all areas from product to personnel

WORK HISTORY

1998-Present *President, Value Tool & Engineering, President VDI, LLC, VP Value Production, Inc. and President The Apprentice Academy, Inc (501C3)*

Overall responsibility of the entire companies

1988-1997 *VP Manufacturing, Mack Tool & Engineering*

Responsible for the entire operations of the company

Involve directly in all phases of everyday activities, including purchasing, sales, quality, manufacturing, planning (long and short term) and personnel issues.

1983-1988 *Tool Maker, Apprentice, American Tool & Die*

Served 4 year Tool & Die Apprenticeship, worked as a Tool Maker upon completion of apprenticeship. Built Dies, Special Machines, Gages and Fixtures, and work on various projects.

1982-1983 *Forman, Champion Home Builders*

Built cabinets for the RV Industry. Involved in planning of the manufacturing facility. Direct supervisor for 16 manufacturing personnel.

1976-1982 *Nuclear Weapons Specialist, USAF*

Supervisor of 14 personnel.

EDUCATION

1983-1987 Apprenticeship, Acme Institute of Technology

1972-1976 John Adams High School

LAWRENCE (LARRY) GARATONI

4100 Edison Lakes Parkway, Suite 260

Mishawaka, IN 46545

- Personal and Education
 - Married for 50 years with four children and 13 grandchildren.
 - BSCE 1961 Purdue University and completed Owners/President Program of Harvard Business School.
 - Rank of Captain in Army Reserve.
- HQ Investments (2007-Present)
 - Manage investments in public equities, private equities, hedge funds, venture capital and angel investing.
 - K-12 education focused philanthropic activities.
 - Manage Garatoni Family Foundation.
- Software and Internet sales companies (1994-2007)
 - As CEO of Achieve Healthcare Technology, acquired several software companies and led development of a leading edge product.
 - As CEO of FurnitureFind.com and Winesource.com, led development of two on-line retailing companies.
 - Companies sold in 2007.
- Health Quest Group (1969-1994)

During this time, founded and operated as CEO several companies. All these companies were sold in the 1993-1994 time period.

 - Health Quest Corporation – managed long term care, assisted living and independent living retirement facilities.
 - Health Quest Development Corporation – developed, designed and constructed 34 major real estate developments containing 4100 long term care beds, 520 assisted living units and 300 independent living retirement apartments.
 - Achievement Rehab Corporation – provided contract therapy services to LTC facilities in six states.
 - Long Term Care Pharmaceutical Services Corporation – provided institutional pharmacy services to 22,000 LTC beds and 1,100 correctional facility inmates. Had six locations in three states.
 - Health Quest Infusion Therapy Corporation – provided home infusion therapy services and patient support from three locations.

Also started and later ceased operation of a physician practice management company, and a home health company.

- Nursing Home Partnership (1964-1969)

During this time, built and operated one LTC facility with a partner. Later bought the partner's interests.

VIVIAN SALLIE

300 West Jefferson Boulevard

South Bend, Indiana 46601

Vivian Sallie is Vice President and Director of Development for WNIT Public Television. Vivian has over 25 years experience in marketing, strategic planning and business development in both the private and public sector. Vivian also hosts Michiana Talks™ a weekly public affairs radio show on WUBU-FM Mix 106.

Her marketing and special event planning company, Sallie and Associates, began in Louisville, Kentucky in 1981 and relocated to South Bend, IN. in 1991. Sallie and Associates managed the St. Joseph County Minority and Women Business Development Office from 1993 until 2006. Her professional career includes over six years with Humana Inc., a health care corporation headquartered in Louisville, where she held the position of Senior Director of Hospital Marketing for the corporation's 86 international hospitals. Prior to Humana, she was Southern Region Communications Director at Navistar International for nine years. Vivian also worked in the government arena; serving as Director of Community Relations for the City of Joliet, Illinois for five years. In 1988 she was elected Vice-Chair for Kentucky's 31st Legislative District and held that position until she moved to South Bend in 1991. While in Louisville, she was a partner in the ownership of three Paradies retail gift shops located at the Kentuckiana Regional Airport.

Her community and professional service includes Association of Fund Raising Professionals board; Memorial Health System board; president of the Century Center Board of Managers; South Bend Civic Theatre board; co-founder of Women's Alliance of St. Joseph County; St. Joseph County Industrial Revolving Fund Board; charter member of the IUSB Civil Rights Heritage program; and president of the Studebaker Corridor Redevelopment Committee. Vivian and her husband, Arnold, are charter members of the African American Community Fund; a special grant resource created to provide funding for initiatives that build capacity and achieve measureable progress in the St. Joseph County African American community.

Vivian is a native of Illinois and a graduate of Southern Illinois University where she earned a Bachelor of Science degree in Sociology. She is a certified professional facilitator with the National Meeting Facilitators Association, a member of the American Society for Training and Development and a graduate of Leadership Louisville (1985) and Leadership South Bend (2001).

ROB STALEY

2930 S. Nappanee Street

Elkhart, Indiana 46517

Rob Staley Executive

Director

E-mail rstaley@crossingcec.com

Mr. Rob Staley serves as the Executive Director of the Crossing Educational Center. After serving as a public school educator for 25 years; 20 years as an administrator with Concord Community Schools, Mr. Staley started the Crossing Educational Center in December 2003. He has always had a dream of running his own school that has a special emphasis on assisting students who have barriers in life or struggle in the regular school environment. Originally, Mr. Staley dreamed of starting ten schools in ten years. Mr. Staley believes that a comprehensive education includes addressing four areas of a student's life including academic, social, emotional, and spiritual dimensions. It has been his experience that many students struggle in life and in school due to a lack of spiritual development. Students who lose

hope in life also lack purpose. It is the goal of the Crossing staff to return hope and purpose to the lives of our students.

Mr. Staley was born and raised in Warsaw, IN and graduated from Warsaw High School. He graduated from Taylor University with a Secondary Education degree, and he obtained his Masters in Secondary Education at Ball State University. He has three children who graduated from Concord High School, and his wife is a Special Education administrator with the Elkhart County Special Education Cooperative.

Mr. Staley attends Grace Community Church in Goshen where he volunteers regularly in the outreach programs.

JAMES SUMMERS, JR.

14677 Bridlewood Lane
Granger, IN 46530
574-247-9264
574-360-2638 (cell)
james@tsgdiversity.com

Executive Leader with significant experience across industries in a variety of marketing, diversity, communications, and community relation's initiatives. Innovative pacesetter with broad business experience and a focus on growing revenues, leveraging skills in:

Market Planning and Strategy. Proven record leading marketing activities including developing business strategy, market planning, process/procedure improvement, and message content/positioning for a broad array of new business concepts, direct mail, telemarketing, product innovation and website initiatives.

Marketing/Creative Services. Meaningful experience as director of creative with complete responsibility for art direction, photography, copy writing and production for the Hammacher Schlemmer Catalog, winning two Catalog Age awards. Director of Electronic Publishing for both Hammacher Schlemmer and Spiegel catalogs, creating entirely new departments, transitioning industry leading catalogers from traditional to desktop publishing and significantly improving efficiency and profitability for both.

Direct Marketing and Internet. Extensive knowledge and understanding of utilizing multiple media, including direct mail, telemarketing, infomercials, website development and online advertising for a wide range of products including Hammacher Schlemmer's eclectic selections, Spiegel's home and apparel fashions and Whirlpool's appliances and services. Developed lead generation and optimization database management processes and procedures for Whirlpool Corporation Service Contracts business.

Diversity Consulting, Multicultural Marketing. Hands on experience aligning multicultural marketing and corporate diversity efforts for major corporations across a broad range of industries including retail, banking, insurance, healthcare, legal, aviation and education.

Business Leadership. P&L experience for \$50 million services business. Managed staffs of over 70. Experienced at driving significant innovation and change, and making tough, cost cutting, process improvement decisions to eliminate activities not core to corporate strategy. Extensive background developing new business concepts and successfully driving due diligence research, forming cross-functional teams and building consensus necessary to secure funding for implementation.

Business Experience

The Summers Group, LLC, Chicago, IL
Present

2005 -

The Summers Group is a business development consulting firm focused on improved profitability through leveraging diversity and inclusion. Founded in 2005 The Summers Group works with small and mid-sized for-profit and not-for-profit organizations apply sound business principles to develop and grow. Clients have

included Whirlpool Corporation, Kelloggs, The Kaleidoscope Group, The Chicago Urban League and Project Impact South Bend.

The Kaleidoscope Group, LLC, Chicago, IL
2007

2005 -

The Kaleidoscope Group is a premier full service Diversity Consulting Firm. Founded in 1993 The Kaleidoscope Group takes a holistic view of diversity helping fortune 1000 companies improve profitability strengthen their performance in the Workforce, Workplace, Supplier Base, Community and Marketplace.

Vice President, Marketing

Responsible for all sales and marketing operations, strategy and implementation.
Coordinate and lead all strategic alliances including Supplier Diversity, Legal, Health and Mentoring.
Provide executive coaching, conduct focus groups, diversity assessments and client development.
Design and develop Community Outreach toolkit

President, SynchronUs

Develop and lead the Multicultural Marketing Subsidiary SynchronUs providing full service advertising and marketing support for Kaleidoscope Group clients.
Design and develop diversity and inclusion/multicultural marketing alignment process
Design and develop diversity education/direct marketing approach to multicultural marketing

Whirlpool Corporation, Benton Harbor, MI
- 2005

1999

Whirlpool Corporation is the world's leading manufacturer and marketer of major home appliances. The company manufactures in 13 countries and markets products in more than 170 countries.

Director, Service Contracts (2002 – 2005)

Complete P&L responsibilities for Whirlpool's \$50 million service contract business. Converted business from a prospect marketing operation to a customer marketing operation.

- Orchestrated complete re-design of business model reversing the downward trend in 2003 profits resulting in 280% + year over year profit improvement, and 10%+ month over month growth.
- Led RFP, due-diligence and contract negotiations for multi-million dollar, multi-year outsourcing agreement.
- Directed market planning, strategy and execution including direct marketing, telemarketing, website, infomercial and other broadcast media, retail point of sale, training and incentive events.
- Increased mail-able leads by over 1 million names by improving the data filtering process.
- Built a comprehensive set of business decision support tools including Customer Base Profiling Analyses and Solicitation Performance Analyses.
- Implemented changes based on customer intelligence and second generation modeling tools that allowed individual customer strategies based on their likely net profit contribution, optimizing customer contact strategies.

- Coordinated product registration market planning and message/positioning improvements to increase response by 10%. Optimized data feed process to include previously excluded lead sources.
- Directed the development of sales training materials and web-site usability that lead to doubling retail and technician sales partners. Increased store and service company sales volumes by 65%.
- Outsourced key components of service contract business, and introduced six sigma principles for process improvement. Reduced production processes from 83 to 17 and headcount from 77 to 12, eliminating activities not aligned with core competencies and strategic objectives, while improving profitability.
- Directed cross-functional teams to build consensus for dissemination and use of newly acquired consumer data across core business units.

Director, Business Innovation (2001 – 2002)

Responsible for developing and implementing the strategy for communicating the work of the innovation team, and for providing innovation consulting with major areas of the organization.

- Built promotions that culminated in 2-Day "Innovation Days" Celebration, drawing over 5,000 visitors and national media coverage, inspiring corporate pride and more than doubling employee involvement.
- Developed Innovation Days Road Shows to take the major event out to the divisions
- Created "meeting in a box" format to drive increased innovation activities throughout Whirlpool. Included news video clips, posters, banners, taped interviews, and "look who's talking" news clips, along with content and instructions for managers to promote innovation.
- Provided internal business development consultation services for 10 new business concepts. Consulting included team coaching, project planning, process development, experimental test design plus business plan and funding request proposals.

Director, Global E-Business

Director, North American Website Operations (1999 – 2001)

Provided direction and guidance in the development, maintenance, growth and expansion of all internet, intranet and extranet website operations for North America to ensure the highest levels of consumer direct marketing and relationship building. Also responsible for identifying, incubating, and validating e-business opportunities.

- Directed initial consumer website redesign incorporating seven disparate sites into one by implementing a "Hub and Spoke" strategy to utilize external sites while maintaining the look and feel of one consolidated system.
- Developed award winning global e-business "HomeFront" promotion testing new "permission marketing" theories. Project included in-kitchen Internet offering. Tested new graphical user interface, data collection processes, and privacy strategies. Won Echo Leader Award.
- Coordinated with European site development activities to ensure test result use.

Spiegel, Inc. Downers Grove, IL 1993 – 1999

Spiegel Catalog was a \$1 billion catalog business that produced 25 catalogs per year.

Director, Electronic Publishing and Internet Marketing

Electronic Publishing Manager

Complete P&L responsibility for creation and development of Spiegel catalog website, Spiegel.com. First version published in 90 days. Created complete electronic "magalog" with product, articles and entertaining/informative segments, on-line ordering (six ways to purchase) and varied levels of security, all within 12 months. Managed budget of \$1.4 million annually. Staff of 30.

- Developed new department responsible for day-to-day production, training and corporate support for digital design and production. Converted catalog production from traditional keyline paste-up to all electronic.
- Produced over 10,000 pages (everything Spiegel put in print) in 14 months.
- Frugal planning enabled break even in '96, profits in '97 & '98.
- Complete responsibility for converting 600-page catalog to an interactive CD, utilizing video, audio and exciting visual effects to enhance the product and offerings.
- Developed electronic on-line help system and workflow management system. Supported over 150 workstations.
- Established strategic partnerships/beta testing with major developers, including Apple Computers; Adobe; Radius.

Hammacher Schlemmer, Chicago, IL
1987 – 1993

Hammacher Schlemmer is a \$70 million direct mail business producing 14 catalogs annually.

Creative Services Director and Mac Manager

Responsible for leading the move to an electronic publishing system. Recovered 100% equipment/training cost through production cost savings. Through improved workflow, productivity increased 400% in the first year.

Creative Director

Responsible for all print and broadcast advertising. Directed and supervised all creative and production.

Additional Business Experience

Previous experience includes copywriting, advertising and production positions including:

Copy Director with Marshall Fields (1985 – 1987); **Copy Director** with Spiegel, Inc. (1983 – 1985);

Production Manager with Kranzten, Inc. (1982 – 1983) and **Advertising Manager** with Aldens, Inc. (1977 – 1982).

Speaking Engagements

Speaker for: Catalog Age, Direct Marketing Association, Women On-line Conference, Seybold, Print Industry of Illinois, American Marketing Association, Technology Executives Club, National Postal Forum, Society of Human Resource Managers, American Society for Training and Development, Financial

Executives International, Renaissance Executive Forums, IDEAS Conference: "Bringing Diversity to Madison Avenue", National Alliance of Marketing Developers

Education

University of Wisconsin, Bachelor of Science

Professional Development

Leadership Training Center for Creative Leadership

University of Michigan, Finance for Non-Financial Manager

Six Sigma Leaders Training

Certified Innovation Mentor

SUZANNE WIWI

1240 Longfellow Ave.
South Bend, IN 46615
574-234-0451

wiwi@stjosephgradeschool.com

CERTIFICATION

- Elementary Education (Grade K-6 – Non-Departmental 7,8) – Life License
- Masters of Science - Elementary Education
- Endorsement – Reading (Grade K-8)
- Administration: Elementary Education Indiana University/South Bend

EXPERIENCE

8/89-Present

- Principal
- Saint Joseph Grade School
- Kindergarten-Grade 8

8/84-6/89

- Second Grade Teacher
- Saint Joseph Grade School

8/88-8/89

- Assistant Principal
- Saint Joseph Grade School

8/77-6/83

- Kindergarten Teacher – 3 years
- Second Grade Teacher – 4 years
- LaPaz Elementary School

8/76-12/77

- Title I Teacher
- LaPaz Elementary School

8/71-6/76

- Second Grade Teacher – 4 years
- Third Grade Teacher – 1 year
- First Grade Teacher – 1 year

EDUCATION

Ball State University

- Bachelor of Science Degree

February 1971

Indiana University South Bend

- Masters of Science
- Reading Endorsement
- Indiana University South Bend
- Administration: Elementary Education

May 1974

May 1992

Organizations/Memberships - present

- School Board – Career Academy
- Christ Child Society- South Bend Chapter
- National Council Teachers of Mathematics
- ASCD/American Society of Curriculum Development
- National Council Teachers of English
- National Middle School Association
- NCA CASI Advanc-Ed – trained chair for accreditation teams

Honors

- Diocese of Fort Wayne/South Bend: Light of Learning Awardee : 1996
- YMCA – Educational Women of the Year
- Nominee: NCEA Principal of the Year

ATTACHMENT 2
Planned Curriculum

The Crossing Educational Center provides courses that enable student to earn a Core 40 diploma.

English

English 9A & 9B & Honors
English 10A & 10B & Honors
English 11A & 11B & Honors
English 12A & 12B & Honors
Creative Writing
Language Arts Lab
Biblical Literature
Speech
Developmental Reading

Fine Arts

Art History
Digital Design
Drawing
Intro to 2D Art
Intro to 3D Art
Painting
Photography
Printmaking
Sculpture
Music History and Appreciation 1 & 2

Family and Consumer Science

Family & Consumer Sciences – Issues and Applications
Interpersonal Relationships
Nutrition and Wellness
College and Career Preparation
Personal Financial Responsibility
Consumer Economics

Health/Physical Education

Health & Wellness
Physical Education 1 & 2

Mathematics

Algebra 1A & 1B
Algebra 2A & 2B
Geometry A & B
Integrated Math 1A & 1B
Integrated Math 1A & 2B
Mathematics Lab
Probability & Statistics
Pre-Calculus A & B

Science

Biology 1A & 1B
Chemistry 1A & 1B
Earth & Space Science 1A & 1B
Integrated Chemistry-Physics 1A & 1B

Social Studies

Economics
US Government
US History A & B
World Geography
World History and Civilization A & B
Psychology
Sociology
Topics in History

Trade & Industrial Education

Building Trades Technology

Multidisciplinary

Career Exploration Internship

World Languages

French 1A & 1B
French 2A & 2B
Spanish 1A & 1B
Spanish 2A & 2B

Apex Learning® - Algebra I Core

Course Report - Showing matching activities as of July 29, 2012, 06:07 pm PDT

State: Indiana Core Standards

Adopted: 2009

Grade: 9

Indiana Core Standards

Mathematics

STRAND / COURSE IN.AI. Algebra I

CORE
STANDARD /
STRAND

AI.1. Rational Exponents

CORE
STANDARD /
INDICATOR
AI.1.1. Understand and use the laws of exponents for variables with exponents.
Multiply, divide, and find powers of variables with exponents. [Standard
Indicators: A1.4.1]

Correlated Activities:
Semester 1: Unit 01: Lesson 03: Activity 01: Study: Exponents
Semester 1: Unit 01: Lesson 03: Activity 02: Checkup: Practice Problems

CORE
STANDARD /
STRAND
AI.2. Relations and Functions

CORE
STANDARD /
INDICATOR
AI.2.1. Determine whether a relation is a function or not a function. Identify the
domain and range of a given relation. Translate among tables, graphs,
words and equations. [Standard Indicators: A1.1.1, A1.1.2, A1.2.1]

Correlated Activities:
Semester 1: Unit 01: Lesson 04: Activity 01: Study: Variables and
Problem Solving
Semester 1: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems
Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with
Addition and Subtraction
Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems
Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with
Multiplication and Division
Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems
Semester 1: Unit 01: Lesson 09: Activity 03: Discuss: When Does a

Number Become Scientific?

Semester 1: Unit 03: Lesson 01: Activity 01: Study: When One Thing Depends on Another

Semester 1: Unit 03: Lesson 01: Activity 03: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation

Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines

Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 04: Activity 01: Practice: Assignment

Semester 1: Unit 03: Lesson 04: Activity 03: Discuss: Real-World

Input/Output Machines

Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables

Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 02: Activity 01: Study: Functions and Graphs

Semester 1: Unit 04: Lesson 02: Activity 04: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas

Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem

Semester 1: Unit 04: Lesson 04: Activity 01: Practice: Assignment

Semester 1: Unit 04: Lesson 04: Activity 03: Discuss: Presenting Info the Best Way Possible

Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis

Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines

Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 02: Activity 01: Study: Slope

Semester 2: Unit 01: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line

Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems

Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable

Systems: Graphing

Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 2: Unit 02: Lesson 02: Activity 01: Study: Two-Variable

Systems: Substitution

Semester 2: Unit 02: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 2: Unit 02: Lesson 04: Activity 01: Study: Two-Variable

Systems: Matrices

Semester 2: Unit 02: Lesson 04: Activity 02: Checkup: Practice Problems

Semester 2: Unit 02: Lesson 05: Activity 01: Study: Two-Variable

Systems of Inequalities

Semester 2: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial?

Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials
 Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem
 Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles
 Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing
 Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$
 Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$
 Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases
 Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 09: Activity 01: Study: Completing the Square
 Semester 2: Unit 04: Lesson 09: Activity 02: Checkup: Practice Problems

CORE
STANDARD /
STRAND

AI.3. Linear Equations and Inequalities

CORE
STANDARD /
INDICATOR

AI.3.1. Graphing and Writing Linear Equations: Graph linear functions and determine their slopes and x-and y-intercepts from their graphs and equations. Write a linear function in slope-intercept form. Determine the equation of a line given sufficient information. [Standard Indicators: A1.2.2, A1.2.3, A1.2.4]

Correlated Activities:

Semester 1: Unit 01: Lesson 04: Activity 01: Study: Variables and Problem Solving
 Semester 1: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems
 Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction
 Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems
 Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division
 Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems
 Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers
 Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems
 Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations
 Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems

Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement

Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation

Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines

Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables

Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas

Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem

Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis

Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines

Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 02: Activity 01: Study: Slope

Semester 2: Unit 01: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 03: Activity 01: Study: Parallel and Perpendicular Lines

Semester 2: Unit 01: Lesson 03: Activity 04: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line

Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line

Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 06: Activity 01: Study: Linear Inequalities

Semester 2: Unit 01: Lesson 06: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem

Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment

Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing

Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems

CORE
STANDARD /
INDICATOR

AI.3.2. Pairs of Linear Equations in Two Variables: Solve pairs of linear equations in two variables by graphing, substitution or elimination. Solve problems that can be modeled using pairs of linear equations in two variables. [Standard Indicators: AI.3.1, AI.3.3]

Correlated Activities:

Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations

Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems

		<p>Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem</p> <p>Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing</p> <p>Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 02: Activity 01: Study: Two-Variable Systems: Substitution</p> <p>Semester 2: Unit 02: Lesson 02: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 03: Activity 01: Study: Two-Variable Systems: Elimination</p> <p>Semester 2: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 04: Activity 01: Study: Two-Variable Systems: Matrices</p> <p>Semester 2: Unit 02: Lesson 04: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 05: Activity 01: Study: Two-Variable Systems of Inequalities</p> <p>Semester 2: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 06: Activity 01: Study: Three-Variable Systems of Equations</p> <p>Semester 2: Unit 02: Lesson 06: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 08: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 02: Lesson 08: Activity 03: Discuss: What's the Solution?</p>
CORE STANDARD / INDICATOR	AI.3.3.	<p>Pairs of Linear Inequalities in Two Variables: Graph the solution for pairs of linear inequalities in two variables. [Standard Indicator: A1.3.2]</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing</p> <p>Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 05: Activity 01: Study: Two-Variable Systems of Inequalities</p> <p>Semester 2: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems</p> <p>Semester 2: Unit 02: Lesson 08: Activity 01: Practice: Assignment</p> <p>Semester 2: Unit 02: Lesson 08: Activity 03: Discuss: What's the Solution?</p>
CORE STANDARD / STRAND	AI.4.	Polynomials
CORE STANDARD / INDICATOR	AI.4.1.	<p>Multiply polynomials, factor polynomials, and divide a polynomial by a monomial. [Standard Indicators: A1.4.2, A1.4.3]</p> <p>Correlated Activities:</p> <p>Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial?</p>

Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials
 Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials
 Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials
 Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem
 Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment
 Semester 2: Unit 03: Lesson 07: Activity 03: Discuss: Thinking Positive in the Real World
 Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?
 Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles
 Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing
 Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 04: Activity 01: Study: Grouping
 Semester 2: Unit 04: Lesson 04: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$
 Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$
 Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases
 Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations
 Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment

CORE
STANDARD /
STRAND

AI.5. Quadratic Equations and Functions

CORE
STANDARD /
INDICATOR

AI.5.1. Solve quadratic equations by graphing, factoring, and using the quadratic formula. Graph quadratic functions and understand the relationship between its zeros and the x-intercepts of its graph. Solve problems that can be modeled using quadratic equations. [Standard Indicators: AI.5.1, AI.5.2, AI.5.3, AI.5.4]

Correlated Activities:

Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing

Polynomials

Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems

Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem

Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment

Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?

Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and

Graphing

Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$

Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$

Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases

Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations

Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula

Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment

STRAND / COURSE IN.G. Geometry

CORE
STANDARD /
STRAND

G.3. Triangles

CORE
STANDARD /
INDICATOR

G.3.1. Prove the Pythagorean Theorem and its converse and use them to solve problems. Develop simple geometric proofs involving triangles. Define trigonometric functions in terms of angles of right triangles and use them to solve problems. [Standard Indicators: G.2.16, G.2.17, G.2.14, G.2.19, G.2.21]

Correlated Activities:

Semester 1: Unit 05: Lesson 02: Activity 01: Study: Geometry with Coordinates

Semester 1: Unit 05: Lesson 02: Activity 03: Practice: Graphing Tool

CORE
STANDARD /
STRAND

G.4. Polygons

CORE STANDARD / INDICATOR	G.4.1.	Find the sum of the measures of the interior and exterior angles of convex polygons. Deduce formulas relating lengths and sides, perimeters, and areas of regular polygons, and understand how limiting cases of such formulas lead to expressions for the circumference and the area of a circle. [Standard Indicators: G.2.1, G.2.5]
		Correlated Activities: Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems
CORE STANDARD / STRAND	G.5.	Circles
CORE STANDARD / INDICATOR	G.5.1.	Define, deduce and use formulas for, and prove theorems for: radius, diameter, arc, chord, secant and tangent; measures of arcs and related angles (central, inscribed, and intersections of secants and tangents); and circumference, arc length and areas of circles and sectors. Determine how the graph of a circle changes if a, b, and r are changed in the equation $(x - a)^2 + (y - b)^2 = r^2$. [Standard Indicators: G.3.2, G.3.3, G.3.4, G.3.5, G.3.6]
		Correlated Activities: Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems Semester 2: Unit 01: Lesson 01: Activity 01: Study: Patterns and Lines Semester 2: Unit 01: Lesson 01: Activity 02: Checkup: Practice Problems
CORE STANDARD / STRAND	G.7.	Coordinate Geometry
CORE STANDARD / INDICATOR	G.7.1.	Find slopes, lengths and midpoints of line segments using coordinate geometry. Use these measures to show whether shapes are similar or congruent, and whether line segments are parallel or perpendicular. Find the equation of a circle in the coordinate plane. [Standard Indicators: G.1.1, G.1.4, G.1.6, G.3.5]
		Correlated Activities: Semester 1: Unit 01: Lesson 05: Activity 01: Study: Solving with Addition and Subtraction Semester 1: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems Semester 1: Unit 01: Lesson 06: Activity 01: Study: Solving with Multiplication and Division Semester 1: Unit 01: Lesson 06: Activity 03: Checkup: Practice Problems

Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers

Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems

Semester 1: Unit 01: Lesson 08: Activity 01: Study: Solving Multistep Linear Equations

Semester 1: Unit 01: Lesson 08: Activity 02: Checkup: Practice Problems

Semester 1: Unit 02: Lesson 05: Activity 01: Study: Applications of Measurement

Semester 1: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 02: Activity 01: Study: Function Notation

Semester 1: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines

Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables

Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem

Semester 1: Unit 05: Lesson 02: Activity 01: Study: Geometry with Coordinates

Semester 1: Unit 05: Lesson 02: Activity 03: Practice: Graphing Tool

Semester 1: Unit 05: Lesson 03: Activity 01: Study: The Distance Formula

Semester 1: Unit 05: Lesson 03: Activity 03: Checkup: Practice Problems

Semester 1: Unit 05: Lesson 04: Activity 01: Study: Data Analysis

Semester 1: Unit 05: Lesson 04: Activity 03: Checkup: Practice Problems

Semester 1: Unit 05: Lesson 05: Activity 01: Practice: Assignment

Semester 1: Unit 05: Lesson 05: Activity 03: Discuss: You are Here

Semester 2: Unit 01: Lesson 02: Activity 01: Study: Slope

Semester 2: Unit 01: Lesson 02: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 03: Activity 01: Study: Parallel and Perpendicular Lines

Semester 2: Unit 01: Lesson 03: Activity 04: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line

Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line

Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem

Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment

Semester 2: Unit 02: Lesson 03: Activity 01: Study: Two-Variable Systems: Elimination

Semester 2: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems

CORE
STANDARD /
STRAND

AII.1. Linear and Absolute Value Equations and Inequalities

CORE
STANDARD /
INDICATOR

- AII.1.1. Solve systems of linear equations and inequalities in three variables by substitution and elimination. Solve problems that can be modeled using systems of linear equations. Solve equations and inequalities involving absolute value. [Standard Indicators: A2.2.1, A2.2.2, A2.2.4]

Correlated Activities:

Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers
Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems
Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem
Semester 2: Unit 02: Lesson 01: Activity 01: Study: Two-Variable Systems: Graphing
Semester 2: Unit 02: Lesson 01: Activity 02: Checkup: Practice Problems
Semester 2: Unit 02: Lesson 02: Activity 01: Study: Two-Variable Systems: Substitution
Semester 2: Unit 02: Lesson 02: Activity 02: Checkup: Practice Problems
Semester 2: Unit 02: Lesson 03: Activity 01: Study: Two-Variable Systems: Elimination
Semester 2: Unit 02: Lesson 03: Activity 02: Checkup: Practice Problems
Semester 2: Unit 02: Lesson 05: Activity 01: Study: Two-Variable Systems of Inequalities
Semester 2: Unit 02: Lesson 05: Activity 02: Checkup: Practice Problems
Semester 2: Unit 02: Lesson 06: Activity 01: Study: Three-Variable Systems of Equations
Semester 2: Unit 02: Lesson 06: Activity 02: Checkup: Practice Problems
Semester 2: Unit 02: Lesson 07: Activity 01: Study: Three-Variable Systems: Matrices
Semester 2: Unit 02: Lesson 08: Activity 01: Practice: Assignment

CORE
STANDARD /
STRAND

AII.2. Complex Numbers

CORE
STANDARD /
INDICATOR

- AII.2.1. Add, subtract, multiply and divide complex numbers. [Standard Indicator: A2.3.1]

Correlated Activities:

Semester 2: Unit 04: Lesson 11: Activity 03: Discuss: Being Part of a Group

CORE
STANDARD /

AII.3. Quadratic Equations and Functions

STRAND

CORE STANDARD / INDICATOR

AII.3.1. Solving Quadratic Equations: Solve quadratic equations in the complex number system. Solve problems that can be modeled using quadratic equations and functions. [Standard Indicators: A2.3.2, A2.3.5]

Correlated Activities:

Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing

Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula

Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems

CORE STANDARD / INDICATOR

AII.3.2. Graphing Quadratic Functions: Graph quadratic functions. Determine how the graph of a parabola changes if a , b , and c are changed in the equation $y = a(x - b)^2 + c$. Find an equation for a parabola given sufficient information. [Standard Indicator: A2.3.3, A2.3.4]

Correlated Activities:

Semester 1: Unit 04: Lesson 03: Activity 01: Study: Functions and Formulas

Semester 1: Unit 04: Lesson 03: Activity 03: Checkup: Practice Problems

Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials

Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems

Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem

Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment

Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing

Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 05: Activity 01: Study: Factoring $x^2 + bx + c$

Semester 2: Unit 04: Lesson 05: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 06: Activity 01: Study: Factoring $ax^2 + bx + c$

Semester 2: Unit 04: Lesson 06: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 07: Activity 01: Study: Special Cases

Semester 2: Unit 04: Lesson 07: Activity 02: Checkup: Practice Problems

Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula

Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems

CORE STANDARD / STRAND

AII.4. Polynomial Equations and Functions

CORE
STANDARD /
INDICATOR

AII.4.1. Solving Polynomial Equations: Solve polynomial equations by factoring. Solve problems that can be modeled using polynomial equations. [Standard Indicators: A2.4.4, A2.4.6]

Correlated Activities:

Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers
Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems
Semester 1: Unit 05: Lesson 02: Activity 01: Study: Geometry with Coordinates
Semester 1: Unit 05: Lesson 02: Activity 03: Practice: Graphing Tool
Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial?
Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials
Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials
Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials
Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials
Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials
Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem
Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?
Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations
Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 09: Activity 01: Study: Completing the Square
Semester 2: Unit 04: Lesson 09: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula
Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems

CORE
STANDARD /
INDICATOR

AII.4.2. Writing Polynomial Equations: Perform arithmetic operations, including long division, on polynomials. Find a polynomial given its roots and use the relationship between solutions of an equation, zeros of a function, x-intercepts of a graph and factors of a polynomial expression to solve problems. [Standard Indicators: A2.4.3, A2.4.7]

Correlated Activities:

Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers
Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems
Semester 1: Unit 05: Lesson 02: Activity 01: Study: Geometry with Coordinates
Semester 1: Unit 05: Lesson 02: Activity 03: Practice: Graphing Tool
Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials
Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials
Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials
Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials
Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials
Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems
Semester 2: Unit 03: Lesson 06: Activity 05: Study: The Stereo Problem
Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment
Semester 2: Unit 03: Lesson 07: Activity 03: Discuss: Thinking Positive in the Real World
Semester 2: Unit 04: Lesson 01: Activity 01: Study: Why Factor?
Semester 2: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 02: Activity 01: Study: Factoring with Tiles
Semester 2: Unit 04: Lesson 02: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing
Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations
Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 09: Activity 01: Study: Completing the Square
Semester 2: Unit 04: Lesson 09: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula
Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems
Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment

CORE
STANDARD /
STRAND

AII.5. Rational Functions

CORE STANDARD / INDICATOR	<p>AII.5.1. Add, subtract, multiply, divide, reduce and evaluate rational expressions with polynomial denominators. Simplify rational expressions, including expressions with negative exponents in the denominator. Solve problems that can be modeled using equations involving rational functions. [Standard Indicators: A2.5.2]</p> <p>Correlated Activities: Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems</p>
CORE STANDARD / STRAND	<p>AII.6. Exponential and Logarithmic Equations</p>
CORE STANDARD / INDICATOR	<p>AII.6.1. Use laws of exponents to derive laws of logarithms. Use laws of logarithms to solve problems. Solve exponential and logarithmic equations. Solve problems that can be modeled using equations involving exponents and logarithms. [Standard Indicators: A2.6.2, A2.6.3, A2.6.4]</p> <p>Correlated Activities: Semester 1: Unit 01: Lesson 07: Activity 01: Study: Solving with Roots and Powers Semester 1: Unit 01: Lesson 07: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial? Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 02: Activity 01: Study: Adding and Subtracting Polynomials Semester 2: Unit 03: Lesson 02: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 03: Activity 01: Study: Multiplying Binomials Semester 2: Unit 03: Lesson 03: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 04: Activity 01: Study: Multiplying Polynomials Semester 2: Unit 03: Lesson 04: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 05: Activity 01: Study: Dividing Polynomials Semester 2: Unit 03: Lesson 05: Activity 02: Checkup: Practice Problems Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems</p>
CORE STANDARD / STRAND	<p>AII.7. Sequences and Series</p>

CORE STANDARD / INDICATOR	<p>AII.7.1. Find specific terms of arithmetic and geometric sequences. Find partial sums of arithmetic and geometric series. Solve problems that can be modeled using arithmetic and geometric series. [Standard Indicators: A2.7.1, A2.7.3, A2.7.4]</p> <p>Correlated Activities: Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem</p>
CORE STANDARD / STRAND	AII.8. Combinatorics and Probability
CORE STANDARD / INDICATOR	<p>AII.8.1. Use permutations, combinations and other counting methods to determine the number of ways that events can occur. Calculate the probability of compound events, and analyze probabilities to interpret odds and risks of events. [Standard Indicators: A2.8.2, A2.8.4]</p> <p>Correlated Activities: Semester 2: Unit 05: Lesson 04: Activity 01: Study: What Is Probability? Semester 2: Unit 05: Lesson 04: Activity 02: Checkup: Practice Problems Semester 2: Unit 05: Lesson 04: Activity 05: Study: Organizing What is Possible Semester 2: Unit 05: Lesson 05: Activity 01: Study: Counting Principles Semester 2: Unit 05: Lesson 05: Activity 02: Checkup: Practice Problems Semester 2: Unit 05: Lesson 06: Activity 01: Study: Basic Rules of Probability Semester 2: Unit 05: Lesson 06: Activity 02: Checkup: Practice Problems Semester 2: Unit 05: Lesson 07: Activity 01: Practice: Assignment</p>
STRAND / COURSE	IN.PC. Pre-Calculus
CORE STANDARD / STRAND	PC.1. Graphing Functions
CORE STANDARD / INDICATOR	<p>PC.1.1. Use paper and pencil methods and graphing technology to graph polynomial, absolute value, rational, algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Identify domain, range, intercepts, zeros, asymptotes and points of discontinuity of functions. Use graphs to solve problems. [Standard Indicators: PC.1.1, PC.1.2, PC.1.3, PC.3.1, PC.3.2, PC.3.3, PC.4.8, PC.4.9, PC.4.10]</p>

Correlated Activities:

Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines
 Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems
 Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables
 Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 01: Lesson 04: Activity 01: Study: Slope-Intercept Equation of a Line
 Semester 2: Unit 01: Lesson 04: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 01: Lesson 05: Activity 01: Study: Point-Slope Equation of a Line
 Semester 2: Unit 01: Lesson 05: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 01: Lesson 06: Activity 04: Study: Solving the Lighting Problem
 Semester 2: Unit 01: Lesson 07: Activity 01: Practice: Assignment
 Semester 2: Unit 03: Lesson 01: Activity 01: Study: What is a Polynomial?
 Semester 2: Unit 03: Lesson 01: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 06: Activity 01: Study: Graphing Polynomials
 Semester 2: Unit 03: Lesson 06: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 03: Lesson 07: Activity 01: Practice: Assignment
 Semester 2: Unit 04: Lesson 03: Activity 01: Study: Factoring and Graphing
 Semester 2: Unit 04: Lesson 03: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 08: Activity 01: Study: Solving Quadratic Equations
 Semester 2: Unit 04: Lesson 08: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 10: Activity 01: Study: The Quadratic Formula
 Semester 2: Unit 04: Lesson 10: Activity 02: Checkup: Practice Problems
 Semester 2: Unit 04: Lesson 11: Activity 01: Practice: Assignment

CORE
STANDARD /
STRAND

PC.3. Logarithmic and Exponential Functions

CORE
STANDARD /
INDICATOR

PC.3.1. Define and find inverse functions. Verify whether two given functions are inverses of each other. Solve problems involving logarithmic and exponential functions using the laws of logarithms and understand why those properties are true. [Standard Indicators: PC.1.7, PC.3.2]

Correlated Activities:

Semester 1: Unit 01: Lesson 02: Activity 01: Study: Fractions and Decimals
 Semester 1: Unit 01: Lesson 02: Activity 04: Checkup: Practice Problems

CORE
STANDARD /
STRAND

PC.7. Sequences and Series

CORE
STANDARD /
INDICATOR

PC.7.1. Define arithmetic and geometric sequences and series. Prove and use the sum formulas for arithmetic series and for finite and infinite geometric series. Describe the concept of the limit of a sequence and a limit of a function. Decide whether simple sequences converge or diverge, and recognize an infinite series as the limit of a sequence of partial sums. Use series to solve problems. Derive the binomial theorem by combinatorics. [Standard Indicators: PC.7.1, PC.7.2, PC.7.3]

Correlated Activities:

Semester 1: Unit 03: Lesson 03: Activity 01: Study: Input-Output Machines

Semester 1: Unit 03: Lesson 03: Activity 05: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 01: Activity 01: Study: Functions and Tables

Semester 1: Unit 04: Lesson 01: Activity 02: Checkup: Practice Problems

Semester 1: Unit 04: Lesson 03: Activity 05: Study: Solving the Profit Problem

ATTACHMENT 3

Learning Standards and Exit Standards

Credits and Graduation

Students who are sponsored by a public school adhere to the following guidelines:

- All credits earned at The Crossing are added to students' official transcripts at their sending school.
- If a student earns an *A* in a course at the Crossing – that course should appear as an *A* on the student's transcript.
- When students graduate they earn a diploma from their sending high school.
- Each sending school welcomes students who have completed their graduation requirements at the Crossing to participate in their graduation ceremonies.
- In addition students are welcome to participate in the Crossing graduation ceremonies. They may also opt to receive a Crossing diploma.

Graduation requirements

Students at the Crossing are expected to earn a Core 40 diploma. In addition to the Indiana Department of Education requirements, all Crossing students must complete Interpersonal Relationships, Personal Finance and Career Exploration Internship before graduating. (See the appendix for IDOE requirements.)

Curriculum and Course Offerings

➤ Curriculum

- Much of the curriculum at the Crossing is computer-based.
- Classes have online and offline components that must be completed before a credit can be earned.
- There are some elective courses that are project based and have no online component.
- Apex provides the online curriculum for the courses offered at the Crossing.
 - Apex is a mastery-based system
 - Students can only progress through the course by demonstrating mastery of the skills and/or concepts of a particular course.
 - If students fail to master a section of a particular course, they are required to review the material and continue to practice the skill until they can demonstrate mastery.

➤ Course Offerings

- The Crossing offers courses that allow students to earn a Regular, Core 40 or Honors Diploma.
 - A complete list of the Crossing offerings can be found on page 16.
- The Crossing also offers students the opportunity to earn credits through the Career Education Internship Program
- There are an increasing number of elective courses available to students.
- Students are expected to earn a minimum of 2.5 credits each quarter.
 - When a course is complete, students can be assigned the next logical course.
 - Courses are assigned by Student Services.

Additional Programs:

- Leadership develops the natural leadership abilities through academic and practical experiences. Leadership at the Crossing is developed and cultivated through 3 main avenues:

- Leadership Academy –THE MAIN OBJECTIVE is to assist in developing a student’s natural leadership ability and enable them to impact their school and community.
- Service Learning - THE MAIN OBJECTIVE IS to assist students in contributing to their community. Students gain a better understanding of the needs in their community and discover ways in which they can serve to meet those needs.
- Extended Learning Opportunities - THE MAIN OBJECTIVE IS to develop and deepen student/teacher relationships through adventure activities. Extended Learning Opportunities focus specifically on the heart and the mind while realizing that transformation of the heart and mind is a process achieved one victory at a time.
- Character - We are as concerned about the quality of character our students develop as we are concerned about the quality and completion of their education. Character development at the Crossing uses three pillars as a framework to assist our students in implementing and measuring the effectiveness of their personal and spiritual growth opportunities.
 - Family Time - This vital piece of our lifestyle at the Crossing meets every day for 30 minutes. Each member of the school participates—all staff and students. The goal of Family Time is to create an atmosphere that will allow all participants to be transparent. We want to create a safe environment to enable students to enlarge their awareness of God and empower them with practical critical thinking skills to make right choices using the principles and precepts of the Bible as the backbone. This happens through discussion, self-discovery, intentionally-directed questions and clear and practical challenges for growth.
 - God Talk - This group is voluntary and meets once a week. The goals of God Talk are to:
 - Intentionally develop a Biblical worldview
 - Allow the Holy Spirit opportunity to accelerate the process of genuine conversion and character development
 - Provide an opportunity for students to ask questions, and through discussion and Biblical teaching, discover Truth
 - Discipleship and Mentoring Relationships - At the Crossing we believe that without significant relationships, our students will not experience significant change. We believe that if students have positive adult influences in their lives, this will be great assistance to them in both their character development and their educational pursuits.
- Careers - The purpose of the Careers Core Area is to understand the relationship between school and work and the necessity for extended occupational training after high school. It is intended to expose students to broad aspects of a particular industry or career cluster.
 - Career Exploration Internship - The Career Exploration Internship course is unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest.
 - Certification – Students have the opportunity to enroll in partner programs that offer Industry Certification.
 - College Credit – Local colleges offer students the opportunity to earn college credit while still in high school by taking courses on their campus.

- Extreme - Crossing Extreme is designed for boys who need or desire a hands-on approach to learning. The core of this program is focused on Problem Based Learning (PBL) that ties classroom academics, real-world skill-sets, and outdoor service work.

Power Hour

- Power Hour is a one-hour break between sessions. This break allows for better transition between sessions. Potential Power Hour activities are listed below. (Check with your teachers about which are offered at your campus.)
- Activities
 - Physical Education activities
 - Additional opportunities for one-on-one help
 - Additional student work time
- Attendance at Power Hour
 - Power Hour attendance is optional.
 - Attendance at Power Hour will not count toward regular attendance
 - Failure to attend Power Hour will not count against a student's attendance record.
 - Attending Power Hour will not substitute for student's regular attendance requirements (3 hour session)

Academic Information

- Structure of Courses (Apex)
 - All Apex assessments (quizzes and tests) require students to attain mastery status.
 - Mastery status is set at 80% - students must earn an 80% on quizzes and unit tests to earn credit for a particular section.
 - In addition to work completed through Apex, there may be additional assignments that need to be submitted before a credit can be granted.
 - All work must be completed and submitted before a credit can be granted
 - *For specific course requirements for each course, see your teacher of record.*
- Working at Home
 - Because of the set-up and features included with Apex, students may have the opportunity to complete work at home.
 - Assessments must be completed at school, but there may be work that students can complete at home.
 - Work done at home should only be completed by the student.
 - Students suspected of cheating may lose the opportunity to earn the credit for the course. Repeated offenses of cheating may result in students losing their slot at the Crossing.
 - Daily attendance is still required of students completing work at home.
 - Working at home will not excuse or remove absences from a student's daily attendance record.
- Grading
 - Because the coursework is mastery-based, it is difficult to assess a student's grade until all coursework is complete.
 - Progress through a course is the best assessment of how a student is doing in a course prior to completing the course.

- Reports are mailed at the end of each nine-week grading period. Students or parents may contact the school at any time to inquire about a student's academic progress at the Crossing.

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation

requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

***** The Crossing requires all students to complete Interpersonal Relationships, Personal Financial Responsibility and Career Exploration Internship before graduating.**

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcript college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 - 1. A minimum of 3 verifiable transcript college credits from the priority course list,
 - 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - 1. Pathway designated industry-based certification or credential, or
 - 2. Pathway dual credits from the lists of priority courses resulting in 6 transcript college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits
	2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school

End of Course Assessment

➤ Testing

- Beginning with the class of 2012, students will be required to pass End of Course Assessment (ECA) test in *Algebra 1* and *English 10* to be eligible for a high school diploma.
 - Testing Schedule –
 - The state allows schools to administer the test during three different time windows during the school year.
 - In general, schools try to test at the end of a semester or trimester so that students completing English 10 or Algebra 1 have had the opportunity to cover all course material.
 - Testing Formats –
 - Schools currently have the option of administering the ECA on the computer or offering it in a traditional paper/pencil format.
- Students will have multiple opportunities to pass both ECA tests.
- Waivers will be available to students who are unable to pass the ECA tests if they meet the waiver criteria as defined by their sending school (see information below).
- ECA testing is offered at the Crossing.

➤ Waivers

- A waiver allows students who have earned all credits toward graduation, but who have not passed the ECA tests, to receive a diploma.
- Each school has specific criteria for ECA waivers.
- In general, ECA waivers are based on the following:
 - Attendance
 - Remediation
 - GPA
 - English 10 and Algebra 1 competencies
 - Taking the ECA tests each time they are offered.
- Students receive waivers through their home school
 - The Crossing has little influence over who receives waivers from these schools.

ATTACHMENT 4

School Calendar and Schedule

Crossing Daily Schedule

Session 1

9:00 am – 12:00 pm (Monday – Friday)

Power Hour

12:00 pm – 1:00 pm*

Session 2

1:00 pm – 4:00 pm (Monday – Friday)

ATTACHMENT 5
Admission Policy

Welcome to the Crossing Educational Center

This handbook has been created to help students make the transition from traditional high school to the alternative school at the Crossing Educational Center. Included in this guide is information that is important to both students and parents. Information about how the Crossing is structured is included, along with information that past Crossing Students have identified as important to their success. Although not all the information will be applicable to all students, it is hoped that parents and students can get many of their questions answered by referencing this handbook.

Key People for you to know

- Campus Leader
 - Oversees the administration of the campus
- Teacher of Record
 - Monitors individual progress – explains curriculum
 - Available for classroom assistance
 - Responsible for student grade reporting
 - Teachers small learning groups
- Student Services
 - Academic Advisor
 - Awards individual student credits
 - Helps students plan and achieve school related goals
 - Post-Secondary Planning
- Social Services
 - Provides resources for students and families
 - Coordinates small groups

Visitors

Parents are always welcome and encouraged to visit the Crossing Educational Center. Parents and other visitors should enter the building at the main entrance and check in with a Teacher. Student visitors are not permitted.

***All unauthorized visitors will be asked to leave.**

Attendance

- Daily attendance is expected at the Crossing Educational Center.
- Each absence requires a phone call or note from a parent or guardian excusing the absence. If no phone call or note is received, an absence will be reported as unexcused.
- A parent phone call or note is expected when students are arriving late or leaving early for appointments.

- Phone calls made to excuse absences can be made 24 hours a day. If there is no one available to answer the phone, a voicemail message can be left.
- Attendance records are shared with students' home high schools.
 - Excessive absences and/or tardiness may result in a student losing his/her slot as a student at the Crossing.

Reporting and Verifying Absences

Absences must be verified by a phone call from a student's parent or guardian. This phone call should be received within 24 hours of a student's return to school. Parents and guardians may call the school voice mail 24 hours a day, seven days a week at (574) 260-0671.

UNDER NO CIRCUMSTANCES IS A STUDENT TO LEAVE THE BUILDING DURING THE SCHOOL DAY WITHOUT THE PERMISSION OF A SCHOOL ADMINISTRATOR OR STAFF.

Withdrawal from School/Transfer to Another School

Parent/guardian contact with the attendance office of the child's sending school is required before a student can be officially withdrawn from school. The student must complete a **Withdraw from School** form. If the student is transferring, this information will be forwarded to the student's new school. If the student quits school, the form becomes part of his/her record.

- * Students between the ages of 16-18 can only withdraw from high school with an exit interview, with parental permission, and only due to financial hardship (the individual must be employed to support the family) or illness.

Note: Attendance is an important key to success at the Crossing. Each day that a student is absent is one less day to complete coursework. When a student is absent, there is no coursework or lecture that is missed, but unlike regular school, the course does not continue to move forward toward its completion at the end of the grading period. Courses at the Crossing are complete only when students demonstrate mastery of the course as defined by the standards-based curriculum.

Session Assignment

- Students will be assigned to a session at enrollment
- Sessions will be assigned based on student needs and the available openings in each session
 - The Crossing staff tries to accommodate work schedules, but ultimately school takes precedence over work.
- Only the Campus Leader is authorized to make session changes
- Students should only attend the Crossing during their assigned session time
 - If students need to temporarily attend at a different session time or would like to stay for an extra session, they must confirm it with the Campus Leader.

Transportation

Students are expected to find their own way to school. Keep in mind that behavior in route to and from school can impact school performance.

Closings and Delays

- Closing/Delays

- If the Crossing closes due to weather related issues, it will be announced by local campus name, ei. “The Crossing of Fort Wayne”, on the TV and radio (see participating stations below).
- The Crossing **DOES NOT** delay the start of school for weather related issues. Students are expected to attend their regularly assigned session.

Sources for Weather Related Announcements

Campus	TV stations	Radio Stations
Elkhart	WNDU (Channel 16); WSBT (Channel 22)	960 AM; 1340 AM; 1460 AM; 101.5 FM; 103.5 FM; 104.7 FM; 107.3 FM
Goshen	WNDU (Channel 16); WSBT (Channel 22)	960 AM; 1340 AM; 1460 AM; 101.5 FM; 103.5 FM; 104.7 FM; 107.3 FM
Nappanee	WNDU (Channel 16); WSBT (Channel 22)	960 AM; 1340 AM; 1460 AM; 101.5 FM; 103.5 FM; 104.7 FM; 107.3 FM
SB East, North, South	WNDU (Channel 16); WSBT (Channel 22)	960 AM; 1340 AM; 1460 AM; 101.5 FM; 103.5 FM; 104.7 FM; 107.3 FM
Fort Wayne	WANE (Channel 15); WPTA (Channel 21); WYTV (Channel 33)	1190 AM; 90.3 FM; 29.3 FM; 93.3 FM; 95.1 FM; 97.3 FM; 100.3 FM; 105.7 FM
Butler	WANE (Channel 15); WPTA (Channel 21); WYTV (Channel 33)	1190 AM; 90.3 FM; 29.3 FM; 93.3 FM; 95.1 FM; 97.3 FM; 100.3 FM; 105.7 FM
Ligonier	WANE (Channel 15); WPTA (Channel 21); WYTV (Channel 33)	1190 AM; 90.3 FM; 29.3 FM; 93.3 FM; 95.1 FM; 97.3 FM; 100.3 FM; 105.7 FM
Berne		
Marion		
Kokomo		
Clinton County		

➤ **Family Educational Rights and Privacy Act**

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

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access: Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate: Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional

information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administer FERPA are:

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

Health

➤ **Immunization requirements**

All students attending the Crossing must have all required immunizations on record. (see appendix for form)

➤ **Administering Medications**

PRESCRIPTION Medication **will not** be administered at the Crossing. NON-PRESCRIPTION Medication, such as non-aspirin pain reliever or cough drops, will not be administered to a student unless written permission by their parent or guardian is on file at the school.

Miscellaneous Items

➤ **Work Permits**

Students pick up an "Intention to Employ" card from their home high school. The employer must fill out all information on the card and a parent/guardian must sign the card. The student must return the card to their sending high school. The sending school will issue the permit. According to state law, those under the age of 18 may hold only one work permit. If necessary a student can obtain a work permit from student services at the Crossing.

➤ **Emergency Drills and Situations**

- Periodic emergency drills are required by law as a safety measure to protect students in case of disaster. It is the obligation of each student to know and obey all rules and regulations concerning these drills. Proper exiting pathway should be posted in each room.
- Fire and storm-drill procedures are posted for each classroom. When a fire or storm drill is held, or in the case of a fire or tornado warning, students will be notified to follow announced procedures and regulations.
- Civil-defense procedures for the safety of students during emergencies when students are not to be removed from the building are listed with each teacher. There is to be no talking during a drill. Be alert and follow the directions of the person in charge.

The Crossing National, Inc.

NON-DISCRIMINATION POLICY

The Crossing National, Inc. admits students of any race, color, national origin, and ethnic origin 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, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered program.

Corporate Staff

Founder / CEO – Rob Staley	rstaley@crossingcec.com
Curriculum & Assessment Director – Kristie Cerling	kcerling@crossingcec.com
Character Director – Cami Brubaker	cbrubaker@crossingcec.com
Leadership Director – Jesse Bohannon	jbohannon@crossingcec.com
Career Director – Matt Hogarth	mhogarth@crossingcec.com

Region 2 Staff

Principal – Stan Good	sgood@crossingcec.com
Student Services – Jenifer Eggleston	jeggleston@crossingcec.com
Campus Leader Elkhart – Ryan Hill Goshen – Scott Frey Nappanee – Dustin Goeglein South Bend East – Stacy Handschu South Bend North – Erin Palladay South Bend South – Matt Erdel	rhill@crossingcec.com sfrey@crossingcec.com dgoeglein@crossingcec.com shandshu@crossingcec.com epalladay@crossingcec.com merdel@crossingcec.com
Regional Coordinator Elkhart – South Bend –	
Social Worker Elkhart – South Bend –	

Career Coordinator – Trevor Hershberger	thersheberger@crossingcec.com
Service Learning Coordinator – Pete Swanson	pswanson@crossingcec.com

Region 3 Staff

Principal – Nate Lowe	nlowe@crossingcec.com
Student Services – Luke Caldwell	lcaldwell@crossingcec.com
Campus Leader Fort Wayne – Butler – Amy Mohr Ligonier – Zach Ruble Pierceton -	amohr@crossingcec.com zruble@crossingcec.com
Regional Coordinator –	
Social Worker Ft Wayne -- Krista Agler Ligonier – Katie Carl	kagler@crossingcec.com kcarl@crossingcec.com
Career Coordinator –	
Service Learning Coordinator –	

Region 4 Staff

Principal – Mariam Dalton	mdalton@crossingcec.com
Student Services –	
Campus Leader Berne – Tim Reyes Marion – Roger Younce Kokomo – James Jakus Clinton County – Marissa Mills	treyes@crossingcec.com ryounce@crossingcec.com jjakus@crossingcec.com mmills@crossingcec.com
Regional Coordinator – Ciera Walker	
Social Worker Kokomo – Jackie Weaver Marion – Jovan McClarty	jweaver@crossingcec.com jmcclarty@crossingcec.com
Career Coordinator – Shannon Querry	
Service Learning Coordinator –	

CAMPUS CONTACT INFORMATION:

CAMPUS	PHONE	FAX	ADDRESS
Corporate Office	574-226-0671	574-333-3590	2930 S. Nappanee St Elkhart, IN 46517
Elkhart CEC	574-226-0671	574-333-3590	2930 S. Nappanee St Elkhart, IN 46517
Goshen CEC			301 E. Lincoln Ave Goshen, IN 46528
Nappanee CEC	574-221-2016	574-221-2021	451 N Main St Nappanee, IN, 46550
South Bend East CEC			930 South 30 th Street South Bend, IN 46615
South Bend North CEC	574-968-6122	574-968-2457	3801 Crescent Cir South Bend IN 46628
South Bend South CEC	574-968-	574-968-2489	3717 S Michigan St

	4167		South Bend , IN, 46614
Fort Wayne CEC	260-399-6752	260-918-2264	3701 S Calhoun St Fort Wayne, IN, 46807
Butler CEC	260-868-2125 extension 3025		300 E Washington St Building A Butler, IN, 46702
Ligonier CEC	260-894-3830	same	518 W Union St Ligonier, IN, 46767
Pierceton CEC	574-594-9200	574-594-9032	27 Pequignot Dr. Pierceton, IN 46562
Berne CEC			6626 South 150 West Berne, IN 46711
Marion CEC			1146 S. 350 E. Marion, IN 46953
Kokomo CEC	765-319-5188	765-319-0409	1234 N Courtland Kokomo, IN, 46901
Clinton County CEC	765-650-4410	765-650-4133	3002 E Wabash St Frankfort, IN, 46041

Educational Center Enrollment Agreement

Attendance –The student will arrive on time with the necessary supplies and remain in class for the full three hours. Any absences or early dismissals require notification from a parent or guardian. Students will maintain a 90% attendance rate. After 5 absences a parent meeting will be held.

Educational Progress – The student will make daily progress toward completing his/her assignments and to turn them in on a timely basis. All coursework must be completed satisfactorily with 80% mastery or better in order to receive credit in a subject. Students will earn five credits per semester.

Service Learning (SL) – All students will participate in one SL activity per quarter with the Crossing campus at which they attend. In addition, all students participate in writing Thank You notes to donors.

Consideration for Others – Mutual respect is practiced at the Crossing at all times. The student will show consideration for all persons. The student will behave in a manner such that his/her behavior does not interfere with the learning of the other students which includes cooperating with staff requests at all times.

Dress Code –Clothing with foul language or suggestion of sex, drugs, or alcohol is not acceptable in the business world or the Crossing. Midriffs and cleavage are to be covered and undergarments are not to show. Any attire that promotes gang affiliation will not be permitted.

Building Maintenance – Daily cleaning, upkeep, and building maintenance is the responsibility of all Crossing students and staff. Students will assist in light cleaning of classrooms, bathrooms, and kitchens.

Physical Altercations – Fighting is considered to be a very serious offense at the Crossing. Students should see a staff member to work on conflict resolution prior to the incident rising to the level of a physical altercation. Furthermore, most students involved in a fight are immediately removed from school.

➤ **General Guidelines –**

- Only beverages with lids will be permitted in the computer lab.
- Tobacco products are not permitted on the grounds of the Crossing.
- Students are not permitted to leave campus at any time during school hours unless prior arrangements have been approved.
- A student arriving under the influence of illegal substances will be sent home and will receive additional consequences.
- No weapons of any kind are allowed on the grounds of the Crossing.
- Cell phone use of any type is not permitted during school hours. Any cell phone seen or heard by a teacher will be confiscated until the end of the school day.
- Foul language, either spoken or written, is unacceptable at all times.
- Gang identification of any kind is not permitted at the Crossing.
- Crossing Property should be respected at all times.

Internet and E-Mail Acceptable User Agreement

Internet access and e-mail accounts are available to students and staff at the Crossing Educational Center (CEC). We believe the Internet offers vast, diverse, and unique resources to both students and staff.

On a global network it is impossible to control all materials, and a persistent user may discover controversial information. CEC believes that the benefits of Internet access to educators and students in the form of information, resources, and opportunities for collaboration far exceed any disadvantages.

The continued availability of the Internet and e-mail system at CEC relies upon the proper conduct of end users. Guidelines are provided in this document so that students and their parents / guardians are aware of the responsibilities that accompany the privilege of using the Crossing Educational Center Internet and e-mail system for educational purposes.

Guidelines for Use of the Internet

1. The use of school computers must be consistent with the educational objectives of CEC. Accessing or transmitting materials that are obscene or sexually explicit are prohibited. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are also unacceptable.
2. Transmission of any materials in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyright material and threatening or obscene material.
3. Users shall abide by the rules of the Internet and e-mail system. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the network, internet, or e-mail system to other users.
4. For their own safety, users should not reveal any personal addresses or telephone numbers.

5. All communications and information accessible via the network and internet should be assumed to be private property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, the author's permission may need to be obtained before materials may be used.
6. Attempts to gain unauthorized access to system programs or computer equipment are prohibited.
7. Students may not install or reconfigure the computers at CEC without permission of technology staff or administration.
8. Any attempt to harm, modify, or destroy data of another user is prohibited.
9. CEC reserves the right to remove any user for inappropriate use of the Internet, e-mail, and/or computer equipment.

Student E-mail Accounts:

Each student is assigned a Crossing email address to be used for school purposes only.

(P2P) Peer to Peer File Sharing

A. P2P Definition

Peer-to-Peer (P2P) file sharing software refers to the use of the following prohibited software and its clones: BitTorrent, Audio Galaxy, Kazaa, iMesh, Morpheus, Gnutella, Bearshare, Limewire, Napster, Winmix, Edonky2000, Direct Connect, etc.

The Crossing Technology Department (CTD) is responsible for the design throughout, availability, and overall health for the network. The CTD does not monitor the specific data or files that users download or copy over the network. However, the CTD does monitor and study specific types of network traffic and the programs that generate this traffic. P2P software, when abused, can saturate an entire network and leave all of its users with poor to non-existent performance. To prevent this type of abuse, accidental or intentional, all network users must adhere to this policy for the responsible use of P2P software.

B. Use of P2P Software

- 1) The Crossing's computing and telecommunication resources shall not be used for any type of P2P file sharing without the express consent of the CTD, Executive Director, or Designee.
- 2) The Crossing will consent to the use of P2P software on a per-user basis only when provided with specific written purposes directly related to, or in support of, the academic research or administrative activities of the Crossing.
- 3) Permission to use P2P software will be revoked at the discretion of the CTD, Executive Director, or Designee; this includes, but is not limited to, the following reasons: service abuse, degradation of the performance of the network, use for purposes other than Crossing business.

C. User Responsibility

- 1) Network users shall not knowingly download, install, or use P2P software.
- 2) Network users shall remove any P2P software that is discovered on any resource attached to Crossing School network, including personal property, unless granted specific permission by the CTD.

Student Name (printed)

I have received a copy of the student handbook and understand that it is my responsibility to comply with the policies within it.

Student Signature _____ Date

Parent/Guardian Signature _____ Date

Crossing Educational Center
Parent Consent Form for 2012-2013
Service Learning Opportunity (SLO) and/or Student Engagement Activities

I give permission for my student, _____, to participate in the SLO and Student Engagement Activities for the 2012-2013 school year with the Crossing Educational Center.

On a regular basis, your student will participate in SLOs and/or Student Engagement Activities off campus. We will communicate with you when these activities take place by flier, newsletter, or phone call. Therefore, you knowingly and voluntarily assume all risks involved in participating in these activities, and do thereby release the Crossing Educational Center and its members, employees, board members, and independent agents from any and all liability, damages, and all costs and expenses arising out of/or relating to bodily or psychological injury, loss of life, or personal property that may occur as a result of participating in this program.

I have read and accept the terms and conditions stated herein and acknowledge that this agreement shall be effective and binding upon the parties during the entire period of participation of the said program.

Additionally, I give my consent and approval for the Crossing Educational Center and persons acting through them, the rights to use, reproduce, assign, and/or distribute photographs, films, videotapes, and sound recordings of the above named child, and his/her name in promotional materials they may create.

Authorization for treatment:

In case of medical emergency, I hereby give my permission to the physician selected by the Crossing Educational Center to administer prescribed treatment, including hospitalization, and assume the responsibility of all medical bills, if any.

Signature of Student _____

Date:

Signature of Parent/Guardian _____

Date: _____

*Authorization for treatment Form may be reproduced and is acceptable for emergency treatment if needed.

I certify that I have read this document, and I fully understand its content. I am aware that this is a release of liability and a contract and I sign it of my own free will.

Signature of Student _____

Date:

Signature of Parent/Guardian _____

Date: _____

MINIMUM Immunization Requirements for School Entry - 2012-2013

- 1) Please have physician or health department fax records to our Corporate office at 574-333-3590 within two weeks of enrollment.
- 2) Physician or Health Department can fill out this form and fax to our Corporate office at 574-333-3590 or you can send with student to deliver to their Campus coordinator within two weeks of enrollment date.
- 3) Students will not be allowed to return to school if not compliant at the end of said two weeks.

Student Name: _____

IMMUNIZATION	TYPE	DATE GIVEN
DTaP/DTP/DT/Td		
DTaP/DTP/DT/Td		
DTaP/DTP/DT/Td		
DTaP/DTP/DT/Td		
DTaP/DTP/DT/Td		
IPV/OPV		
IPV/OPV		
IPV/OPV		
IPV/OPV		
Hep B		
Hep B		
Hep B		
Measles		
Measles		
Mumps		
Mumps		
Rubella		
Rubella		
Varicella		
Varicella		
Tdap		
MCV4		

For a current list of requirements, please go to https://chirp.in.gov/chirp_files/chirp_docs.htm
 Immunization reports are required to be submitted to the Indiana State Department of Health in Grades K, 1, and 6. For children who have delayed immunizations, please refer to the 2010 CDC "Catch-up Immunization Schedule" to determine adequately immunizing doses. All minimum intervals and ages for each vaccination as specified per 2010 CDC guidelines must be met for a dose to be valid. A copy of these guidelines can be found at www.cec.gov/vaccines/recs/schedules/default.htm.

*Four doses of DTaP/DTP/DT are acceptable if 4th dose was administered on or after child's fourth birthday.

**Three doses of polio vaccine are acceptable if 3rd dose was administered on or after child's fourth birthday and the doses are all IPV or all OPV.

***The 4th dose of polio vaccine must be administered on or after child's fourth birthday. This applies only to

kindergarten for 2010-2011.

Physician documentation of disease history, including month and year, is proof of immunity for preschool, kindergarten and 1st grade-students. A signed statement from the parent/guardian indicating history of disease, including month and year is required for children in grades 2-12.

Two dose alternative adolescent schedule (Recombivax HB given at age 11-15 years x 2 doses) is acceptable

ATTACHMENT 6
Student Discipline

Cheating/Plagiarism

- Cheating and or plagiarism carry severe consequences for students including:
 - Removal from the Crossing Educational Center
 - Loss of the opportunity to earn credit in courses in which cheating/plagiarism have taken place.
 - Restricted internet privileges
- Cheating involves any of the following...
 - Accessing another student's Apex account.
 - Allowing other individuals to complete your work at home or at school.
 - Students completing another student's work are equally guilty of cheating.
 - Using internet sites that post unauthorized information from Apex Learning to complete the Crossing coursework.
 - Example...
 - Completing quizzes using a search engine to find internet sites that post Apex questions and answers word-for-word.
- Plagiarism involves any of the following...
 - Copying and pasting text information from the internet and submitting it as original work.
 - Failing to cite or recognize the source of reference information used to complete an assignment.

How to Avoid Cheating and Plagiarism

- Do your own work!
- Use appropriate resources that are available to you
 - Ask a teacher for help
 - Use the material provided in the Apex lessons – it is safe to assume that Apex wrote the text questions from material that was covered in the lesson.
 - Take good notes and use them.
- When working on projects, search the internet using keywords rather than typing the question word-for-word.

Student Conduct

- **Bullying and Intimidation (I.C.20-33-8-0.2)**

It is the policy of the Crossing Educational Center to maintain a learning and working environment that is free from all forms of bullying. This commitment applies to all school corporation operations, programs, and activities. These rules apply when a student is on school grounds immediately before or during school hours, or at any time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from a school activity, function, or event; or using property or equipment provided by the school. All students share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment.

Bullying and Intimidation are defined as overt, repeated acts or gestures, including verbal or written communications transmitted; physical acts committed; or any other behaviors by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.

- **Anti-Harassment Policy**

It is the policy of the Crossing Educational Center to maintain a learning and working environment that is free from all forms of unlawful harassment, including sexual

harassment. This commitment applies to all school corporation operations, programs, and activities. These rules apply when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from a school activity, function, or event; or using property or equipment provided by the school. All students share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property by staff to staff, staff to student, student to student, and student to staff, or at another location if such conduct occurs during a school-sponsored activity.

☐ Conduct--Suspension and Expulsion

The grounds for suspension or expulsion listed apply when a student is:

- On school grounds immediately before, during, and immediately after school hours, during extended hours programs, and at any other time when the school is being used by a school activity
- Off school grounds at a school activity, function, or event
- Traveling to or from school or a school activity, function, or event
- During summer school

A. Student Misconduct and/or Substantial Disobedience

Grounds for suspension or expulsion are student misconduct and/or substantial disobedience. Examples of student misconduct and/or substantial disobedience for which a student may be suspended or expelled include, but are not limited to:

1. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other conduct constituting an interference with school purposes, or urging other students to engage in such conduct. The following enumeration is only illustrative and not limited to the type of conduct prohibited by this rule:
 - a. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use.
 - b. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor, or room.
 - c. Setting fire to or damaging any school building or property
 - d. Prevention of or attempting to prevent by physical act
2. Causing or attempting to cause damage to school property, stealing or attempting to steal school property.
3. Causing or attempting to cause damage to private property, stealing or attempting to steal private property.
4. Causing or attempting to cause physical injury or behaving in such a way as could reasonably cause physical injury to any person or forcing a student to physically defend himself or herself. (Self-defense or reasonable action undertaken on the reasonable belief that it was necessary to protect some other person does not constitute a violation of this rule.)
5. Threatening or intimidating any person for any purpose, including obtaining money or anything of value from the student.

6. Failing to report the actions or plans of another student to a teacher or administrator where those actions plans, if carried out, could result in harm to another person or persons or damage property when the student has information about such actions or plans
7. Possessing, handling, or transmitting a knife or any object that can reasonably be considered a weapon, is represented to be a weapon, or looks like a weapon.
8. Possessing, using transmitting, or being affected by any controlled substance, tobacco product, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or any paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event.

Exception to Rule 8: a student with a chronic disease or medical condition may possess and self-administer prescribed medication for the disease or condition if the student's parent has filed a written authorization with the building principal. The written authorization must be filed annually. The written authorization must be done by a physician and must include the following information:

- That the student has an acute or chronic disease or medical condition for which the physician had prescribed medication.
- The nature of the disease or medical condition requires emergency administration of the prescribed medication.
- The student has been instructed in how to self-administer the prescribed medication.
- The student is authorized to possess and self-administer the prescribed medication.

9. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, tobacco, or intoxicant of any kind.
10. Possessing, using, transmitting, or being affected by caffeine-based substances, substances containing phenylpropanolamine (PPA), or stimulants of any kind, be they available with or without a prescription.
11. Engaging in the selling of a controlled substance or engaging in a criminal law violation that constitutes a danger to other persons or constitutes an interference with school purposes or an educational function.
12. Failing in a number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.
13. Falsely accusing any person of sexual harassment, or of violating a school rule, and/or a state or federal law.

14. Engaging in any activity forbidden by the laws of Indiana that constitutes an interference with school purposes or an educational function.
15. Aiding, assisting, or conspiring with another person to violate these student conduct rules or state or federal law.
16. Violating any rules that are reasonably necessary in carrying out school purposes or an educational function, including, but not limited to:
 - a. engaging in sexual behavior on school property;
 - b. disobedience of administrative authority;
 - c. willful absence or tardiness of students;
 - d. engaging in speech or conduct, including clothing, jewelry or hair style, which is profane, indecent, lewd, vulgar, or offensive to school purposes;
 - e. failing to tell the truth about any matter under investigation by school personnel.
 - f. possessing or using a laser pointer or similar device.

B. Possessing a Firearm or a Destructive Device

1. No student shall possess, handle, or transmit any firearm or a destructive device on school property.
2. The following devices are considered to be a firearm under this rule:
 - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
 - the frame or receiver of any weapon described above
 - any firearm muffler or firearm silencer
 - any destructive device which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any similar device
 - any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
 - any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled
 - an antique firearm

- a rifle or a shotgun that the owner intends to use solely for sporting, recreational, or cultural purposes

3. For purposes of this rule, a destructive device is:

- an explosive, incendiary, or overpressure device that is configured as a bomb, a grenade, a rocket with a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, a Molotov cocktail or a device that is substantially similar to an item described above,
- a type of weapon that may be readily converted to expel a projectile by the action of an explosive or other propellant through a barrel that has a bore diameter of more than one-half inch, or
- a combination of parts designed or intended for use in the conversion of a device into a destructive device. A destructive device is NOT a device that although originally designed for use as a weapon, is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device.

4. The penalty for possession of a firearm or a destructive device: suspension up to 10 days and expulsion from school for at least one calendar year with the return of the student to be at the beginning of the first semester after the one year period. The superintendent may reduce the length of the expulsion if the circumstances warrant such reduction.

5. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

C. Possessing A Knife (Section 9. IC 35-47-5-2.5)

1. "knife" means an instrument that:

- Consists of a sharp edged or sharp pointed blade capable of inflicting cutting, stabbing, or tearing wounds; and is intended to be used as a weapon.
- The term includes a dagger, dirk, poniard, stiletto, switchblade knife, or gravity knife.

2. A person who recklessly, knowingly, or intentionally possesses a knife on school property (as defined in IC 35-41-1-24.7); a school bus (as defined in IC 20-27-2-8); or a special purpose bus

(as defined in IC 20-27-2-10); commits a Class B misdemeanor. However, the offense is a Class A misdemeanor if the person has a previous unrelated conviction under this section and a Class D felony if the offense results in bodily injury or serious bodily injury to another person.

3. This section does not apply to a person who possesses a knife if the knife is provided to the person by the school corporation or possession of the knife is authorized by the school corporation; and

the person uses the knife for a purpose authorized by the school corporation; or if the knife is secured in a motor vehicle.

D. Possessing a Deadly Weapon

1. No student shall possess, handle or transmit any deadly weapon on school property.
2. The following devices are considered to be deadly weapons as defined in I.C. 35-41-1-8:
 - a weapon, taser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.
 - an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.
3. The penalty for possession of a deadly weapon: up to 10 days suspension and expulsion from school for a period of up to one calendar year.
4. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

E. Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions

RIGHT TO APPEAL

The student or parent has the right to appeal an expulsion decision to the school board within 10 days of the receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board will consider the appeal unless it votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both the school administration and the student and/or the student's parent. The board will then take any action deemed appropriate.

LEGAL REFERENCE: I.C. 20-33-8-14(through 25) et seq.

I.C. 35-47.5-2-4

I.C. 35-41-1-8

I.C. 35-47-1-5

SUSPENSION PROCEDURE

When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to:
 - a. a written or oral statement of the charges;
 - b. if the student denies the charges, a summary of the evidence against the student will be presented; and,
 - c. the student will be provided an opportunity to explain his or her conduct.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. Following the suspension, the parent or guardian of a suspended student will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal.

EXPULSION PROCEDURE

When a principal (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

1. The superintendent (or designee) may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting: a legal counsel or a member of the administrative staff who did not expel the student during the current school year and was not involved in the events giving rise to the expulsion.
2. An expulsion will not take place until the student and the student's parent are given notice of their right to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure to request and to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.

3. The notice of the right to an expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the procedure for requesting the meeting.

4. At the expulsion meeting, the principal (or designee), will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position. An attorney may not represent the student at the expulsion meeting, but the attorney may be available for consultation outside the meeting room during the course of the meeting.

5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent.

The student or parent has the right to appeal the decision of the person conducting the expulsion meeting to the school board within 10 days of the receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both the school administration and the student and/or the student's parent. The board will then take any action deemed appropriate.

ATTACHMENT 7
Letters of Support



UNIVERSITY OF
NOTRE DAME

REV. THEODORE M. HESBURGH, C.S.C.

President Emeritus

1315 Hesburgh Library
Notre Dame, Indiana
46556-5629 USA

Telephone (574) 631-6882
Facsimile (574) 631-6877
E-mail Theodore.M.Hesburgh.1@nd.edu

May 10, 2007

To Whom It May Concern:

The Crossing Educational Center is a faith-based alternative school for students who have multiple barriers in life. The Crossing expanded to South Bend in August 2006 in order to provide educational opportunities to students in our community who are struggling due to poverty and other issues.

The Notre Dame students, faculty, and alumni have developed a working relationship with The Crossing Educational Center. Students and faculty regularly volunteer to tutor and mentor students, and our collaboration with The Crossing has been productive for all parties. We are pleased to have the opportunity to be of assistance in our community.

I fully endorse our cooperative efforts with The Crossing Educational Center in reaching out to the young people across the nation who have experienced significant barriers to success. Thank you for considering joining our students, staff, and alumni in supporting this unique and worthwhile educational program. May God's blessings be upon you and The Crossing as they perform outstanding services in educating and transforming our community.

Very sincerely yours,

(Rev.) Theodore M. Hesburgh, C.S.C.
President Emeritus

MARLIN A. STUTZMAN
3RD DISTRICT, INDIANA

COMMITTEE ON AGRICULTURE
COMMITTEE ON THE BUDGET

COMMITTEE ON VETERANS' AFFAIRS
CHAIRMAN, SUBCOMMITTEE ON
ECONOMIC OPPORTUNITY

ASSISTANT WHIP

JUL 15 REC'D

Congress of the United States
House of Representatives
Washington, DC 20515

July 13, 2011

1728 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-4436

1300 SOUTH HARRISON STREET, SUITE 3105
FT. WAYNE, IN 46802
(260) 424-3041

320 NORTH CHICAGO AVENUE, #9B
GOSHEN, IN 46528
(574) 533-5802

874 NORTH LIMA ROAD, SUITE B
KENDALLVILLE, IN 46555
(260) 599-0554

THE BOATHOUSE, SUITE D
700 PARK AVENUE
WINONA LAKE, IN 46590
(574) 269-1940

<http://stutzman.house.gov>

Mr. Rob Staley
Executive Director
The Crossing
2930 S. Nappanee St.
Elkhart, IN 46517 -

Dear Mr. Staley,

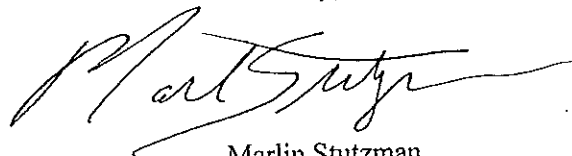
Anyone who has ever set foot in a classroom as either a student or a teacher knows that education is not a specific science nor can it simply be reduced to a calculated formula. Every student learns in their own way, and comes from a different background and set of circumstances. It is for this reason that it is critically important for schools and teachers to craft their curriculum and strategies to reach the individual students sitting in their classrooms. The Crossing Educational Center provides students and families with just such dedication and attention.

With the Crossing Educational Center's core values of promoting relationships, empowerment, love, integrity, and truth it is not difficult to understand how they have been able to help students achieve success. As the father of two sons, I value quality education and understand that good intentions alone do not provide for student learning. It takes a focus on educational best practices and the willingness to constantly seek improvement. Because of its commitment to excellence, the Crossing Educational Center has received the grateful praise of many Hoosier families.

I enthusiastically support the school's mission of helping individuals find hope and opportunity despite perhaps a student's difficult circumstance or initial reluctance to embrace the idea of education. America, after all, is a nation of perseverance and compassion; our classrooms should be no different.

I commend the Crossing Educational Center for its dedication to their students and admire the service that the teachers, administrators, and support staff provide for the families of Indiana. Thank you and keep up the good work.

Sincerely,



Marlin Stutzman
Member of Congress



**ELKHART CIRCUIT COURT
JUVENILE DIVISION**

County Courts Building
315 South Second Street
Elkhart, IN 46516
Phone: 219-523-2244
Fax: 219-523-2391

Terry C. Shewmaker
Judge

Deborah Domine
Juvenile Magistrate

March 13, 2008

To Whom It May Concern:

I am writing this letter in support of the Crossing Education Program. Working with children, we learn very quickly that there is never a one size fits all program for raising healthy children. Knowing this, those of us working with children within the Criminal Justice System are always looking for that one inspiration that will be the spark to turn around a troubled child.

The Elkhart County Community is blessed with exceptional public schools. Nonetheless, many of the delinquent children involved in Juvenile Court need more than the traditional educational community has to offer. The Crossing provides that something more.

The Elkhart County Juvenile Court has referred children to the Crossing Education Program for more than three years. During that period of time, I have seen children who were previously floundering, find that spark necessary to bring about much needed change. The children at the Crossing are given personal attention. The students at the Crossing are able to learn at their own pace, and they do well; there are a number of children who come to court after being sent to the Crossing who are, for the first time, proud of their grades and proud of what they are able to accomplish. In addition, the Crossing staff is supportive. Staff comes to court hearings with a child. The Crossing staff will do battle for a child where necessary, and they will hold a child accountable where necessary.

No program is 100% successful. But the Crossing has been successful enough times with the children involved in the Elkhart County Juvenile Court, that I am grateful to have the Crossing as part of our arsenal of tools for working with children. I hope it continues to be an option available in our community. I know it is a program I will continue to utilize and support.

Sincerely,

Magistrate Deborah Domine
Elkhart Circuit Court, Juvenile Division



Elkhart Community Schools
inspiring. excellence.

SUPERINTENDENT'S OFFICE

J. C. Rice Educational Services Center
2720 California Road
Elkhart, IN 46514
Phone: 574-262-5516
Fax: 574-262-5733
www.elkhart.k12.in.us

March 24, 2008

Mr. Rob Staley
Crossing Educational Center
2930 S. Nappanee Street
Elkhart, IN 46517

Dear Rob:

Though our "official" relationship with the Crossing is in its infancy, I am quite pleased with reports I am receiving concerning your work with some of our most challenging students. It appears that you are having a very positive impact upon attendance, behavior, and performance for a number of kids.

As you know, we have been fairly selective in identifying students for the Crossing. Most of our referrals have been expelled from our other alternative programs or are returning from the Department of Corrections. Because of your success with these difficult situations, John Hutchings reports to me that he is increasingly fielding requests from parents who want to place their students in your program.

Our partnership is off to a good start. I have been impressed with your results and the passion that you and your staff bring to working with kids. I am looking forward to even greater successes in the future.

Best wishes,

Mark T. Mow
Superintendent of Schools

MTM/dkl

*Eastside Junior-Senior High School
DeKalb County Eastern Community School District
603 East Green Street
Butler, Indiana 46721
(260) 868-2186*

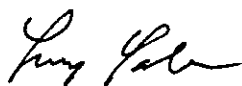
To Whom It May Concern:

DeKalb County Eastern CSD partnered with The Crossing Education Center in the Fall of 2008 to provide an alternative educational setting for a select group of Eastside High School students. Since that time, we have developed a tremendous professional working relationship with The Crossing. The local Crossing staff and the corporate Crossing office staff have been instrumental in changing the lives of several of our young adults.

The high academic standards and impeccable moral and ethical principals that are taught at The Crossing have made a positive impact on the students placed in their care. The climate, culture and educational environment at Eastside High School and the entire school community has been enhanced due to the efforts and commitments of The Crossing staff.

I have been impressed with the professional working relationship that has quickly developed between The Crossing and Eastside High School. I highly recommend The Crossing Educational Center as a resource for other school districts to consider while exploring initiatives to better meet the needs of a segment of their student body. This recommendation and endorsement is written without reservation.

Respectfully submitted,



Larry Yoder
Principal
Eastside Jr./Sr. High School



State of Indiana

Senate

Senator Carlin J. Yoder
59246 S.R. 13
Middlebury, Indiana 46540
Business (574) 370-9110
State House (800) 382-9467
E-mail: S12@in.gov

Committees:
Education & Career Development, R.M.
Health & Provider Services
Natural Resources
Utilities & Technology

February 10, 2010

To Whom It May Concern:

I enthusiastically offer my support for The Crossing, an alternative school located throughout Indiana. The school offers a much needed option for children who do not find success at regular schools. I fully support the school's mission of helping students become successful academically, often with nowhere else to turn for help. All students are required to participate in service learning activities which build character. The faculty and staff are well trained and very caring for each student who walks through their doors. Most importantly, they show compassion for each student's circumstance, allowing for a fresh start and a chance at success. The Crossing is also a huge help to public schools by taking those students who are struggling both behaviorally and academically, and removing them from their classrooms.

I personally know numerous teenagers who have flourished at The Crossing and am a firm believer after seeing young lives put back on a positive course. Great things are happening at The Crossing!

Sincerely,

A handwritten signature in black ink, appearing to read "Carlin Yoder".

Carlin Yoder
State Senator

ATTACHMENT 8
Head of School

STAN R. GOOD
961 S 25 W
WINAMAC IN 46996
Home phone: 574-946-7968
Cell phone: 574-595-0644

EDUCATION

High School 1970-1974	Central Christian High School Kidron, OH
College 1974-1976	Hesston College, Hesston, Kansas A.A. Degree with honors
1985-1987	Bluffton College, Bluffton, Ohio B.S. Elementary Education Hall
1988-1990	Indiana University Kokomo M.S. Education
	Indiana University Administration
2006	License #968016 – Elementary License #968015 – Secondary

EMPLOYMENT

2012	The Crossing Educational Center
1987 – 2012	Eastern Pulaski Community School Corporation
1987-1991	Teacher – Grade 3
1991-1992	Teacher – Grade 4
	Middle School Athletic Director
1992-1994	Elementary Assistant Principal
1994- 2012	Middle School Principal

INTERESTS

Church, Family, Sports

REFERENCES

Available upon request

ATTACHMENT 9
School Leadership Team

YOLANDA TURNER-SMITH

601 Pennsylvania Avenue • South Bend, IN 46601

(574) 340-5665

jiminica1@gmail.com

Professional Summary

I am highly analytical, extensively educated, performance driven engineering professional with 15 years experience in engineering with a broad knowledge of engines, controls and accessories. I am innovative, entrepreneurial, leadership and business savvy and a passion for technology and community based services for change. I am seeking a position through individual contribution or management.

Professional History

REVENUE GROWTH: By combining strong technical and leadership experience achieved 95% milestone fidelity Spearheaded implementation of a cross functional and cross-site product management system, that realized 350k+ in savings.

SYSTEMS PROCESS REENGINEERING: Created integrated thermal analysis, and promoted stand model creation to allow the Pro/E solid model to be used for thermal and stress analysis effectively allowing meshing to occur reducing the problem areas from 60% to 20%. • Identified and implemented over 20% cost reduction ideas through "Value Engineering" events and introduction of new technologies resulting in the Eagle Award, which is the most prestigious award presented to a supplier by Pratt & Whitney. Negotiated and consistently convinced the customer to fund Scope Changes and Scope Creeps (AS907). • Nurtured performance-driven culture and results oriented team, which resulted in significant cost reductions. Coordinated redesigns, cost & schedule, and recertification requirements with the Customer and BSA business for Pratt and Whitney Canada small engine controls. • Directed Root Cause and Corrective Action (RCCA) investigations of various issues on development and production programs. • Responsible for eliminating over 10 manual processes, four different electronic systems, and reducing engineering product design delivery cycle time.

TECHNOLOGICAL DESIGN STRENGTHS: Retrofit Modifications for fielded Units • Translations from design to test in labs • Able to manage a product throughout entire product life cycle (requirement to aftermarket) • Finite Element Analysis (FEA) as it relates to thermodynamics • Extensive background in Design Assurance, RTCA DO-160, MIL-STD- 810, and Reliability Growth/Failure testing

CERTIFICATIONS AND RELATED TRAININGS:

DFSS Certification
Mechanical Organization
Lean Enterprise

Halt Hess/Reliability Growth
Green Belt Certification
Program Management 101 & 201

Leadership Workshop
TQL/TQS/TQMP
Material Board Certification

PROFESSIONAL AWARDS:

Eagle Award by Pratt and Whitney

Honeywell Aerospace Technical Achievement Award

Entrepreneurial Experience

TurnerSmith Enterprises, South Bend, IN

Owner

Sept 1986 – Present

9/86: Started Turner Enterprises in 1986, renamed TurnerSmith Enterprises in 1994, which began as a small company whose goals was to connect small businesses to the computer age. Turner Enterprises computerized several local Chicago Area churches and trained local accounting offices on the latest accounting software. This company relocated to South Bend, IN, and diversified into providing full outsource IT (Infrastructure, software training, network support, custom coding) to small and medium sized business. Recently, in 2007, a subsidiary of the company was formed All Praise Media (APM). APM has connected designers across the country to focus on bring multimedia (web creation, photography, videography, print layouts) content to small businesses in their area, with APM providing the infrastructure and guidance.

Honeywell, South Bend, IN

Various Engineering Positions

Feb 1994 – Feb 2010

9/07-10/09: Product Support Engineer supporting Pratt & Whitney Canada Small controls. Supported over 20 Authorized Warranty and Repair Centers (AWARCs) and the customer liaison with operators and OEMs for fuel controls in service. Main interface for product integrity and other field investigations. Supported the fielded and aftermarket products through Customer Satisfaction Board, Service Bulletin, and leading incident investigations. Developed system models for several components using TK Solver. Utilized Crystal Ball to do sensitivity analysis with the system models. Maintained AWARS RO reports to determine trends, to proactive introduce modifications or retrofits to the field. Also help coordinate field warranty replacements, labor costs, and determine MTBO using tools such as Weibull, cost payback models. Experienced with Commercial (BAR) and Military (ITAR) controls.

YOLANDA TURNER-SMITH

~PROFESSIONAL HISTORY CONTINUED~

1/05-9/07: Lead project engineer on for Pratt & Whitney Canada JT-15D and P108 engines and Rolls Royce Allison 250. The role requires handling design changes for Product Integrity issues, retrofits, and upgrades. Led the transition of JT-15D and P108 designs from Honeywell Montreal to Honeywell South Bend. Work with cross site engineering teams Montreal, QC, and Rocky Mount NC, and cross functional teams. Handle material review board (MRB) and case records for the program. Developed system models for several components using TK Solver. Utilized Crystal Ball to do sensitivity analysis with the system models. Also help coordinate field retrofit and MTBO using Weibull Analysis.

12/03 - 3/05: Managed engineering productivity projects programs which involve product data management eMatrix (utilizing Matrix One product) and ProductCenter (SoftTech product) and integration with SAP (an enterprise resource planning product). Handled testing & validation, training, qualification and cost & schedule tracking. Worked with cross-functional and cross-site teams to ensure streamline of Honeywell ESA businesses. Initiated and implement quality control processes with various departments to ensure that demands met and exceeded customer expectations. Voice of the Customer satisfaction on the system from Red to Green.

1/98 - 12/03: Test Engineer with programs that included all of Honeywell Engines APU and Propulsion engine controls. Managed the development and certification program of the JSP, PTMS and HTF7000 (AS907) fuel system. Planned, coordinated, and successfully achieved Honeywell's first Reliability Growth testing on fuel system, and improve the inherent entry into service MTBF by 30%. Also managed all material discrepancy and case records with a 98% two day turn around, and able to save 94% of the hardware from being scrapped.

2/94 - 4/98: Engineer that led design, development and qualification efforts for various programs and components, which included design trade studies, analysis and program management. Certification of (AIV, MEC, AFC) several components on the F119 Engine which is used on the F22 Fighter (\$45M. program). Managed the introduction of the components into low revenue initial production. Developed testing procedures, plan, and managed budgets for the Roll Post, AIV, MEC, testing for the JSP program. Worked with customer and introduced new ideas, which resulted in eliminating the need for a \$500K redesign of the F119 Anti-Icing-Valve. Developed a reliability database to help maintain hours, overhaul, and manage MTBF for components. Database creation helped to increase Entry Into Service reliability. Performed FMECA for all the Honeywell fuel components.

BSME from the University of Notre Dame, Aerospace Concentration, 1994.
MBA from Indiana Wesleyan University, 2008

- Founder and President of Indiana Schools of Excellence and Founding Member of Xavier School of Excellence
- Publications Chair for the Alumni Extension of the National Society of Black Engineers
- Regional Telecommunications Chair for the Regional Alumni Extension of the National Society of Black Engineers
- Mentor to collegiate in the National Society of Black Engineers
- River of Life, Member and recognized minister.
- Proprietor of Turner Enterprises and managing partner of All Praise Media
- Publications and Fundraising Chair for Indiana Black Expo for Juneteenth Celebration
- Society of Women in Engineering
- Society of Hispanic Engineers
- Chamber of Commerce, Young Professionals Group

REFERENCES AVAILABLE UPON REQUEST

WILLIAM MARTINDALE

410 Anchors Way • St. Joseph, MI 49085 • william_martindale@att.net • (269) 605-3173

Controller / Finance Director

Dedicated professional with 20+ years of experience as a top financial advisor for high profile organizations

**FINANCIAL ANALYSIS / REPORTING • DATA ANALYSIS / INTERPRETATION • CUSTOMER SERVICE
SOLID BUSINESS ACUMEN • MULTI-DIVISION MANAGEMENT • BUDGETING / STRATEGIC PLANNING**

SUMMARY OF QUALIFICATIONS

- **Results oriented, versatile professional** with a solid work ethic and natural leadership capabilities to support overall organizational goals for growth and profitability through effective business and financial management.
 - **Distinct analytical skills** with the ability to conduct quality research and provide solutions based on findings; experienced in compiling data, making presentations, and preparing detailed reports.
 - **Possess the drive, resourcefulness and capacity to thrive in challenging environments** and utilize very good critical thinking and analytical skills in providing innovative solutions to existing or emerging problems.
 - **Focus on bottom-line profitability** by monitoring and ensuring financial performance aligns with overall organizational goals.
 - **Computer proficient in:** ERP systems: BuildSoft (Construction Industry), HarrisData, JBA Business 400, MAS; McCormack & Dodge (GL System); QuickBooks Pro; Microsoft Office: Expert - MS Word, Excel, and Outlook & Novice – PowerPoint.
-

RECENT ACHIEVEMENTS

- **Proven track record of success with both large and small companies;** with the most recent employer, provided leadership, stability and reporting integrity in a position that has been a revolving door for the past two years. During the previous two positions assumed control of failing financial departments and turned them around into highly efficient, valuable contributors within six months of hire.
 - **Immediately reduced payroll costs for Scope Services Inc. by submitting payroll taxes on time** as predecessor had left department in disarray and company was paying heavy interest and penalties for late payroll tax submittals.
 - **Quickly assessed quality level and issues with the financial department staff at Scope Services** and effectively realigned staff around functional responsibilities with specific tasks which required various staff changes and training / coaching.
 - **Created significant savings for Heritage Homes** by establishing cost controls that ensured sales and purchasing staff remained well within construction budget limitations.
 - **Increased gross margin by 2% within first year of hire as COO / Controller for Heritage Homes** through the new cost control measures on all construction budgets.
-

PROFESSIONAL EXPERIENCE

CONTROLLER

MARTELL ELECTRIC & IDEAL CONSOLIDATED

August 2009 – June 2011

South Bend, IN

Electrical and mechanical contracting services to industrial and institutional customer's as-well-as commercial builders and contractors; previously part of the MISCOR Group of companies.

- Responsible for reporting the balance sheet reconciliations and financial trends for both Martell and Ideal. From my findings provided explanations for 10Q and 10K reporting.
- Supervised a staff of 6 individuals engaged in accounting, invoicing and payroll for 100+ employees in the states of Indiana and Michigan.
- Directed and produced the required financial schedules for the annual audit.
- Prepared annual budget including, P&L by division and Balance Sheet / Statement of Cash Flows by entity.

- Added the responsibility of cash management including bank collateral analysis and loan covenant calculations in February 2010 when Martell and Ideal were acquired under new ownership.
- Prepared all monthly financial schedules for owner, directors, and lending institution.

CONTROLLER

SCOPE SERVICES INC. & AFFILIATES

March 2008-July 2009

St. Joseph, MI

Utility industry subcontractor specializing in providing meter reading, meter change outs, substation repairs and construction through their 600+ employees working across 30 states; (<http://www.scope-services.com/>).

- Provided leadership and coordination of company financial planning, payroll, and cash management functions for Scope Services and its affiliates American Nuclear Inc., ANR-Potomac Inc., KVA Inc., and Deerpath Corporation.
- Reported directly to Scope Services, Inc. owner; prepared financial reports for owner, directors and lending institution that summarized all current business activity.
- Supervised a staff of 8 individuals engaged in accounting, invoicing and payroll for 600+ employees across 30 states which required knowledge of differing state payroll taxes and similar unique knowledge for accurate processing.

COO / CONTROLLER

HERITAGE HOMES, INC. OF MICHIGAN

December 2004-October 2007

Stevensville, MI

A residential construction company that builds custom design homes to customers while working with them throughout the process to ensure complete satisfaction—11 employees and \$7M in annual revenues.

- Directed and managed the financial programs and supporting information systems of the company that included budgeting, receipt of revenue, expenditure of funds, and conservation of assets.
- Oversaw the approval and processing of revenue, expenditure and position control documents, ensured compliance with industry standards, company policies, and applicable regulations, and maintained strict internal control safeguards.
- Established and maintained financial records systems in accordance with generally accepted accounting principles for construction contractors.
- Coordinated the preparation of financial statements, special analyses, and information reports for the owner and lending institution that summarized current and forecasted business activity.

VP-OPERATIONS / CFO

HEATHKIT INC. – *Heathkit Educational Systems (HES)*

February 1998-December 2004

Benton Harbor, MI

Develops and distributes technical education curriculum, courseware and hardware to assist academic institutions, corporations, training centers, and self-study users worldwide; (<http://www.heathkit.com/>).

- Directed the financial affairs of the organization and prepared financial analyses of operations including the interim and final financial statements with supporting schedules, for the guidance of management.
- Oversaw the company's financial plans and policies, its accounting practices, the conduct of its relationships with lending institutions and the financial communities, the maintenance of its fiscal records and preparation of financial reports.
- Governed an array of financial operations—general accounting, internal auditing, cost accounting, and budgetary controls including all G/L aspects: month-end closing, accruals and G/L account analysis and reconciliation.
- Successfully directed the implementation of an ERP system for Y2K, increased inventory turns and reduced product obsolescence, and refinanced company debt twice—upon second refinance removed all term debt.

ADDITIONAL EXPERIENCE

- **Controller**, Heath Company, Benton Harbor, MI.
- **Manager of Sales Accounting**, Zenith Data Systems / Heath Company, St. Joseph, MI.
- **Supervisor of General Accounting**, Zenith Data Systems / Heath Company, St. Joseph, MI.

EDUCATION & TRAINING

B.S. DEGREE, BUSINESS – ACCOUNTING – FERRIS STATE UNIVERSITY

Big Rapids, MI

GPA: 3.53 • Graduated with High Distinction

SPECIALIZED TRAINING

- **Philip Crosby Quality College / Quality Instructor** –Chicago, IL.

- Trained as an instructor and taught this specific Quality Education System (QES) to several hundred employees of Zenith Data Systems / Heath Company.

IN-HOUSE TRAINING (*Zenith Data Systems / Heath Company*)

- Pre-supervisor Training
 - Hidden Customer
 - Dealing with Problem Employees
-

PROFESSIONAL ASSOCIATIONS

- Supervisory Committee Chairman, United Federal Credit Union (UFCU), St. Joseph, MI; Aug 2004 – Dec 2010.
 - Reviewed audit reports and provide input back to the Board of Directors to monitor compliance with policies, directives and laws as well as reviewing financial activities.

Erin C. Palladay
3627 Whitcomb Ave.
South Bend, IN 46614
(574) 850-7237

Objective

I am pursuing a position as a teacher.

Certifications

I currently have my degree in Elementary Education. It is my intention in the near future to complete the necessary steps to obtaining my Indiana Teaching license. I am also interested in picking up a Middle School endorsement as time allows.

Work Experience

Habilitation Instructor, 2003 – Present

Logan Center, South Bend, Indiana

- Started as the Music Instructor. Planned and implemented music classes for adults with developmental disabilities.
- In 2004 I transitioned to Fitness Instructor where I was responsible for planning and implementing activities in a gym setting for our clients at Logan.
- In 2005 I transitioned to Community Habilitation and am currently still in this position. I am responsible for individuals and small groups of clients in community settings. This includes simply assisting these individuals with accessing and experiencing their community and providing support for these individuals to volunteer in the South Bend/Mishawaka area. Some volunteer sites we participate in include: St. Joseph Regional Medical Center, The Waterford at Edison Lakes, Wood Ridge Assisted Living, Meals on Wheels, and The Food Bank of Northern Indiana.
- During my time at Logan, I have been a part of the Curriculum Committee, Safety Committee and I have been nominated for Employee of the Year. As a member of the Curriculum Committee I was part of a team that developed and changed the existing curriculum that was being offered to our individuals. As a member of the Safety Committee I was part of the team that was responsible for maintaining safe operation of our building and vehicles at Logan. I was asked to serve as Chair of the committee and did so for 2 years.

Second Grade Teacher, 2001 – 2003

Granger Christian School, Granger, IN 46530

- Planned and implemented lessons in accordance with existing curriculum.
- Helped plan and coordinate educational field trips to enhance student learning.
- Attended daily staff devotions and was responsible for leading devotions for a week at a time on a rotating schedule.
- I also coached Elementary, Middle and High School Basketball and Soccer.

Student Teacher, Spring 2001

Woodrow Wilson Elementary School, South Bend, IN 46619

- Taught 29 students in 5th grade. Woodrow Wilson was a Title 1 school and had quite a few bi-lingual students, as well.
- Supplemented the existing curriculum with activities and lessons to help the students have a better grasp on certain concepts.
- Created dynamic lesson plans which included provisions for students who were struggling.

Education

B.A., Elementary Education, 2001

Bethel College, Mishawaka, IN

56111 Frances Ave.
Mishawaka, Indiana 46545
(574) 360-5821

Matthew Erdel
matthew.erdel@gmail.com

EDUCATION:

Master of Theological Studies in Christian Ethics, (GPA: 3.83), University of Notre Dame, May 2011
Full Tuition Award, University of Notre Dame, 2009-2011

B.A. in Philosophy and English Literature, *Summa Cum Laude* (GPA: 3.97), Bethel College, Indiana, May 2009
Certificate, Uganda Christian University, Mukono, Uganda, December 2007
Certificate, DILE Cursos Language School, Salamanca, Spain, May 2006
Bethel College Presidential Servant Leadership Award, 2009; Kenneth L. Robinson Award in English Research, 2009; Bethel College Outstanding Philosophy Major Award, 2008; Reusser Scholarship Award, 2006;
Bethel College Trustee Scholar, 2005-2009; Robert C. Byrd Scholar, 2005-2009; Dean's List, 2005-2009

Academic Honors Diploma, Penn High School, Mishawaka, IN, June 2005
South Bend Human Rights Commission Student Award for Outstanding Contribution to Human Rights, 2005
South Bend Human Rights Commission Essay Scholarship Winner, 2005; Leroy Heller Scholarship Award, 2005

EMPLOYMENT HISTORY:

The Crossing Educational Center, South Bend, Indiana July 2012-Present
Campus Leader. Served as a liaison between administration, other campus leaders, traveling support staff, and community supporters in order to meet the academic and life needs of students and to empower fellow teachers to do the same. Managed the activity of the campus through leading staff meetings and general oversight.

The Crossing Educational Center, Elkhart, Indiana January 2012-July 2012
Teacher's Assistant. Assisted in general staff duties in various areas that include but are not limited to academic instruction, classroom management, and student character development.

The Center for Social Concerns of the University of Notre Dame, South Bend, Indiana May 2011-August 2011
Graduate Assistant for the Summer Service Learning Program. Graded and responded to hundreds of students' journals, reflection papers, and analytical papers. Facilitated small and large group discussions about service, social issues, and Christian theology.

Bethel College, Mishawaka, Indiana January 2008-April 2008/August 2008-April 2009
Writing Center Tutor. Tutored students who sought constructive criticism and writing evaluation. Planned strategies to teach writing rules, practices, and styles to students. Designed and implemented a campus-wide advertising campaign. Improved my own editing and writing skills in preparation for tutoring.

Bethel College, Mishawaka, Indiana May 2008-August 2008
Bethel College Maintenance Student Worker. Performed a wide variety of maintenance related duties.

Better World Books, Mishawaka, Indiana June 2007-August 2007
Value Stream Associate. Sorted and entered books into the company's product database for sale and distribution.

Bethel College, Mishawaka, Indiana August 2006-April 2007/January 2008-April 2008/ August 2008-April 2009
Mailroom Student Worker. Sorted, delivered, and posted staff, faculty, and student mail.

Bethel College, Mishawaka, Indiana August 2006-April 2007
Resident Assistant. Served as a link between Student Development and students to foster communal well-being.

Sufficient Grounds Coffeehouse, Mishawaka, Indiana August 2004-August 2005
Barista. Performed a variety of duties related to the food service industry.

Prairie Camp, Goshen, Indiana January 2004-August 2005
Co-Director of Rookie Camps. Interviewed, hired, trained, and supervised counselors. Planned, coordinated, and managed the running of three overnight camps throughout the summer for children ages six to eight.

LEADERSHIP AND VOLUNTEER EXPERIENCE:

<i>Co-Chair</i>	Bethel College Multi-Ethnic Resource Team (faculty/staff/student task force), 2008-2009
<i>Founding President</i>	Bethel Philosophy Society, 2008-2009
<i>Finalist</i>	Student Commissioner for the State Student Assistance Commission of Indiana, 2008
<i>Founding Representative</i>	Bethel College Multi-Ethnic Resource Team, 2006-2008
<i>Participant</i>	Indiana Student Leadership Forum on Faith and Values, Indianapolis, 2006
<i>Team Member</i>	Bethel College Service Trips: Honduras Task Force (Tegucigalpa, Honduras), 2009 Urban Relief (Memphis, Tennessee), 2009 Hurricane Katrina Relief (Pascagoula, Mississippi), 2006
<i>President</i>	Bethel College Habitat for Humanity Club, 2005-2009
<i>Tutor</i>	Keller Park Church Program for South Bend School System students, 2009-present EXCEL Program for South Bend School System elementary students, 2006-2009 SALT Program for Mishawaka/South Bend School System elementary students, 2003-2005

REFERENCES:

Joel Boehner
Writing Center Director/Instructor of Writing
Bethel College
1001 Bethel Circle
Mishawaka, IN 46545
574-807-7116
joel.boehner@bethelcollege.edu

Robby Prenkert
Assistant Professor of English and Humanities/Chair, Committee on the Humanities
Bethel College
1001 Bethel Circle
Mishawaka, IN 46545
574-257-2543
prenker@bethelcollege.edu

Ryan Yazel
Pastor
Keller Park Missionary Church
1003 West Bryan Street
South Bend, IN 46616
574-233-7901
ryanyazel@gmail.com

Stacy R. Handschu

shandschu10@hotmail.com
2329 Solomon Avenue
South Bend, IN 46615
(574) 360-4437

Objective To obtain a social studies secondary school teaching position.

Education **B.A., Social Studies Education** (December, 2003)
Bethel College, Mishawaka, IN

- GPA: 3.7/4.0
- Dean's List nine semesters (Academic scholarship)
- Basketball scholarship – 4 years
- **Junior High Endorsement**

Experiences

Crossing Educational Center (2006 - Present)

Regional Radio Sports Network (2005 - 2006)

- Color Commentator Women's Basketball
- Character Clinic
 - Assisting in creating program's mission and goals

Gospel Center Church (2004 – 2006)

- **After School Program Director**
 - Recruit tutors and students
 - Purchase and organize study material
 - Train tutors
 - Student behavior modification
 - Communication with parents
- **Finance**
 - Assigning purchase order numbers
 - Accounts payable
 - Handling of cash income
- **Custodian**
 - Scheduling

- Time Management
- Cleaning and organization of facility

Substitute Teaching (2004 - 2005)

School City of Mishawaka

Penn Harris Madison School Corporation

- Classroom management
- Executing a lesson plan
- Evaluating a lesson and adjusting as needed

Women's Basketball Assistant Coach (2003 –2004)

Bethel College, Mishawaka, IN

- Analyzing team and player performance
- Motivation based on the player's personality

Student Teaching Northwood Middle School (Fall 2003)
Wakarusa, IN

- Seventh Grade Geography Class
- Directed Learning Fair Presentations and Parent/Teacher Interviews

References

Pastor Mark Schwing
Gospel Center Missionary Church
930 South 30th Street
South Bend, Indiana 46616
(574) 288-4477

Joe Sabo
WaNee Community Schools Superintendent
1300 North Main Street
Nappanee, Indiana 46550
(574) 733-3131 ext. 233

Paul Condry
Regional Radio Sports Network
3905 Fellows Street
South Bend, Indiana 46614
(574) 299-1814

Jody Martinez
Bethel College Women's Basketball Coach
1001 West McKinley Street
Mishawaka, Indiana 46545
(574) 257-3447

ATTACHMENT 10
Annual Report and Business Plan

South Bend Career Academy
Revenue and Expense Summary - P&L
June and Full Year

	Actual	Forecast	June	Full Year
Receipts (Revenue):				
Basic Grants and Other	\$143,250	\$143,877	(3627)	\$939,126
Private Donations	35,000	-	35,000	837,176
Rental Income	2,800	2,900	(100)	10,614
Other Misc Income	2,080	2,553	(473)	36,497
Total Receipts	183,129	149,330	33,799	1,823,413
Expenses:				
Employee salaries	154,935	153,677	1,258	1,118,054
Employee benefits	35,615	39,816	(4,201)	298,030
Facility and utilities	16,208	14,300	1,908	177,031
Professional Svcs & Temp Agency	7,709	9,200	(1,491)	169,296
Textbooks	-	1,000	(1,000)	51,802
Supplies and materials	3,807	9,050	(5,243)	135,299
Advertising	2,269	25,000	(22,731)	58,183
Other expenses	21,212	15,100	6,112	235,893
Interest	19,070	13,444	5,626	146,559
Total Expenses	260,826	280,587	(19,762)	2,390,148
Net Earnings Before				
Depreciation and Amortization	(77,696)	(131,257)	53,561	(566,735)
Depreciation and Amortization	38,332	38,670	(337)	175,290
Net Earnings	(\$116,029)	(\$169,927)	\$53,898	(\$742,025)
Memo Adjustments -				
- Common School Loan Receipt	0	0	-	582,218
- TIF Grant	0	0	-	268,750
Net Earnings after adjustments	(\$116,029)	(\$169,927)	\$53,898	\$108,943

South Bend Career Academy
Revenue and Expense Summary - P&L
July 2011 - June 2012
Full Year Actual

	Actual	Forecast	Budget	Actual
Receipts (Revenue):				
Basic Grants and Other	\$ 939,126	\$ 939,753	\$ (627)	\$ 1,701,249
Private Donations	837,176	802,176	35,000	837,176
Rental Income	10,614	10,714	(100)	72,000
Other Misc Income	36,497	36,970	(473)	0
Total Receipts	1,823,413	1,789,614	33,799	1,773,249
Expenses:				
Employee salaries	1,118,054	1,116,796	1,258	1,363,000
Employee benefits	298,030	302,232	(4,201)	450,957
Facility and utilities	177,031	175,123	1,908	132,100
Professional Svcs & Temp Agency	169,296	170,787	(1,491)	309,632
Textbooks	51,802	52,802	(1,000)	0
Supplies and materials	135,299	140,542	(5,243)	138,400
Advertising	58,183	80,914	(22,731)	0
Other expenses	235,893	229,781	6,112	46,612
Interest	146,559	140,933	5,626	261,889
Total Expenses	2,390,148	2,409,909	(19,762)	2,702,590
Net Earnings Before Depreciation and Amortization	(566,735)	(620,296)	53,561	(929,341)
Depreciation and Amortization	175,290	175,627	(337)	683,530
Net Earnings	\$ (742,025)	\$ (795,923)	\$ 53,898	\$ (1,612,871)
Memo Adjustments -				
- Common School Loan Receipt	582,218	582,218	-	-
- TIF Grant	268,750	268,750	-	-
Net Earnings after adjustments	\$108,943	\$55,045	\$53,898	\$70,846

South Bend Career Academy
Revenue and Expense Detail - P&L
Fiscal Year Actual

	Actual									
Receipts (Revenue):										
Private Donation	5748,601	245	51,750	5975	\$5	\$500	\$33,000	5787,176		
Capital Project Donation - Building	50,000					50,000				
Basic Grant - Union Support		75,109	75,109	75,109	75,109	75,109	75,136	450,650		
Special Education Grant			10,988	10,988	10,988	10,988	10,988	54,940		
Special Education - Reimb Part B		10,415	4,288	5,191		7,563	3,445	30,903		
Title I Charter Funds - Reimb					6,197	33,503	12,337	52,037		
IN Charter School Start Up Grant				300,435				300,435		
IN Charter Schools - Per Pupil Facilities Grant							41,344	41,344		
Textbook Reimbursement			8,788				8,788	8,788		
Rental Income										
Bus Pass - Student Fees - Books	4,471	429	1,068	152	5,000	2,814	2,800	10,614		
Other Misc Revenue	11,339	151	2,216	2,445	480	794	383	7,777		
TOTAL RECEIPTS	\$814,411	\$86,150	\$104,206	\$395,295	\$104,226	\$135,997	\$183,129	\$1,823,413		
EXPENDITURES:										
Jr. High: 7 & 8										
Salaries	110,605	22,365	42,270	20,409	23,667	22,308	37,580	279,204		
Benefits	10,810	99	8,033	5,809	8,383	4,399	6,084	43,618		
Supplies & Materials	35,440	1,480	120	662		150	157	38,010		
Textbooks	30,847	502	5,053	0	22			36,424		
Pro/Technical/Training/Other	271	100	572	2,025	1,575	3,950	6,002	14,494		
Total Jr. High	187,973	24,546	56,048	28,906	33,647	30,807	49,823	411,751		
Sr. High: 9th										
Salaries	50,901	11,150	20,221	10,999	11,000	11,000	18,809	134,080		
Benefits	5,286	6	2,586	2,845	2,530	1,865	2,390	17,508		
Supplies & Materials	8,574	879	81	575	236	148	66	10,560		
Textbooks	3,946	3,334	2,827	2,481	3,091			15,378		
Pro/Technical/Training/Other	116	500	1,000	550	950	4,325	5,710	13,151		
Total Sr. High	68,823	15,889	26,614	17,451	17,807	17,339	26,975	190,677		
Music/Ar/PE/Language										
Salaries	51,650	11,858	20,370	12,233	12,033	12,083	20,421	140,649		
Benefits	5,466	(116)	8,060	2,718	2,718	2,718	2,736	24,299		
Supplies & Materials	3,273	408	442	1,266	3,978	3,397	1,643	14,405		
Artistic Events	0	604	0	0	150		31	1,063		
Pro/Technical/Training/Other	430	237	400	0	0	50	175	1,292		
Total Music/Ar/PE/Language	60,818	12,591	29,272	16,217	18,879	18,526	25,006	181,708		
Special Education - LD										
Salaries	48,327	9,419	14,291	9,419	9,419	9,494	14,019	114,386		
Benefits	3,047	(747)	8,897	4,394	3,741	2,363	3,451	25,145		
Supplies & Materials	199	1,189	909	302	83	261	425	3,369		
Pro/Technical/Training/Other	2,644	3,398	977	2,356	1,739	901	756	12,771		

Next \$40,943 - by end of fiscal year
 Ends June 30th. New program starts July 1st.
 Facilities Assistance Program
 Debt Related Grant

Total Learning Disability	54,217	13,259	26,074	16,470	14,982	13,019	18,650	155,671	
Support Services - Social Svcs / Nurse / Other									
Salaries	27,377	6,008	7,701	5,167	5,167	5,167	6,748	63,326	
Title I add - Salaries				7,418	7,731	10,375	11,058	36,582	
Benefits				1,361	1,574	2,479	2,461	7,974	
Other Title I Expenses				12,279	3,380	2,889	(2,684)	15,865	
Benefits	4,701	(301)	2,846	1,489	1,489	1,361	1,489	13,073	
Supplies & Materials	6,792	448	327	90	382	80	246	8,365	
Prof/Technical/Training/Other	3,903	0	160	167	0	100	1,680	6,010	
Total Support Services	42,773	6,148	11,034	27,970	19,822	22,450	20,997	151,194	
Admin / Other									
Salaries	140,938	30,500	40,570	30,500	30,500	30,500	46,308	349,828	
Benefits	33,676	(747)	6,518	7,567	7,051	5,442	6,649	68,155	
Unemployment/SS/Medicaid	41,643	10,725	14,374	7,728	7,193	6,241	10,355	98,259	
Advertising / Marketing	27,724	0	223	15,598	0	12,368	2,269	58,183	
Outside Prof Services	70,556	7,199	13,457	16,377	9,447	12,211	7,709	137,355	Strong Midleg push through September
Recruitment Prof Services - Temp	24,030	7,847	0	0	64	0	0	31,941	Legal, IT, Software Maint, Security, PR
Professional Development	9,104	0	0	0	0	0	0	9,104	
Telephone / Postage	12,557	2,807	1,552	2,011	1,977	2,431	2,627	25,941	
Travel	7,697	104	0	417	358	294	1,225	10,094	
Supplies and Materials	23,763	1,821	4,447	3,597	1,036	6,107	3,953	44,725	
Water & Sewer	3,387	417	482	457	447	436	1,322	6,948	
Cleaning & Trash Removal - Landscaping	31,368	7,342	7,919	7,842	7,842	19,965	7,692	90,470	
Heating / Cooling / Lights	25,314	710	5,220	12,489	7,828	13,691	6,579	71,831	
Rental - Carpet Runners and Printers	3,293	675	338	1,192	1,019	650	615	7,783	
Other	7,845	5,975	50	2,568	600	112,434	1,738	131,211	Property Tax Payment
Total Admin / Other	465,314	75,876	95,129	108,343	75,360	222,771	99,034	1,141,827	
Building / Equipment / Loans									
Equipment Purchases	3,687	3,635	0	40	0	1,963	1,270	10,595	
Depreciation Expense	45,055	13,197	13,197	13,589	13,589	38,352	38,352	175,290	
Loan Interest	63,314	12,231	12,462	13,106	13,224	13,472	19,070	146,559	
Other	167	0	0	0	0	0	0	167	
Total Building / Equip / Loans	112,222	29,062	25,339	26,734	26,813	53,767	58,673	332,610	
Total Expenditures	992,140	177,752	268,309	242,091	207,309	378,678	299,158	2,565,438	
Net Earnings	(517,730)	(591,602)	(516,403)	(515,304)	(510,083)	(524,681)	(511,602)	(5742,025)	
Memo Adjustments -									
- Common School Loan Receipt	582,218	0	0	0	0	0	0	582,218	
- Title Grant	0	0	0	0	130,000	138,750	0	268,750	
Net Earnings after adjustments	\$404,488	(\$91,602)	(\$164,103)	\$153,204	\$24,917	(\$103,931)	(\$116,029)	\$108,943	

South Bend Career Academy
Balance Sheet
June 2011 Through June 2012

	2011	Actual	2012	Notes
Assets				
Cash	\$24,523	\$56,391	\$15,109	
Prep Cash	200	204	204	
Total Cash	24,723	56,595	15,313	
Notes Receivable	62,500	-	-	
Prepaid Other	-	-	3,500	
Total Short Term Assets	87,223	56,595	18,813	
Property, Plant & Equipment - Net of Depreciation	-	159,400	159,400	
Land	-	-	-	
Building	-	-	-	
Furniture	95,029	304,165	325,365	
Equipment	-	263,216	259,982	
Computer Hardware & Software	22,000	184,655	182,778	
Construction-In-Process	109,736	9,326,883	9,904,186	
Total PPE - Net	226,765	10,228,319	10,831,710	
Total Assets	313,988	10,294,914	10,850,523	
Liabilities				
Accounts Payable	-	-	-	
Temp Loan - Garatoni Family Foundation	-	5,067,833	5,072,197	
Temp Loan - Larry Garatoni	198,500	3,942,375	4,589,407	
Employee Deductions - Retirement	-	-	-	
Employee Deductions - Vol Ins & FSA Medical	-	-	-	
County Property Tax Aerial	-	47,322	47,322	
Current portion of Mortgage	-	51,929	52,243	
Current Liabilities	198,500	9,109,459	9,761,169	
Long Term Debt - Mortgage	-	665,479	660,980	
Common School Loan	-	582,218	582,218	
Total Liabilities	198,500	10,357,156	11,004,367	
Net Equity	115,488	(62,242)	(153,844)	
Equity change from previous period	-	(177,730)	(91,602)	
Accumulated change in Equity from June	-	(177,730)	(269,332)	

South Bend Career Academy
Statement of Cash Flows
July - June Actual
Full Year Actual

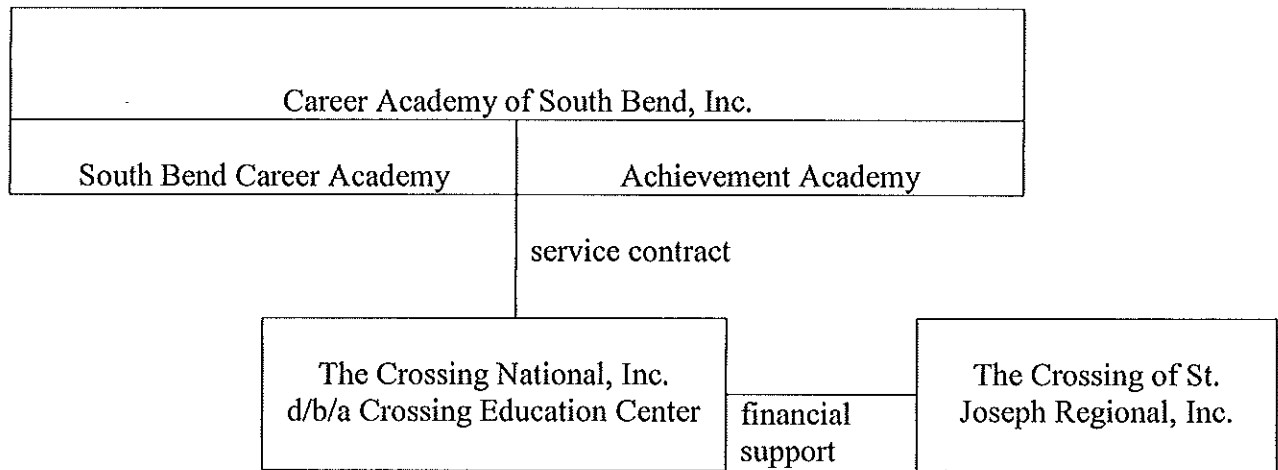
Sources of Funds									
Receipts + / (-) Expenditures									
Add: Depreciation Expense	45,055	13,197	13,197	13,589	13,589	38,332	38,332	175,290	
	(132,675)	(78,405)	(150,907)	166,793	40,505	(55,599)	(77,696)	(297,985)	
Operating Activities									
Notes Receivable	62,500	-	-	-	-	-	-	62,500	
Prepaid Other	-	(3,500)	-	3,462	(1,541)	338	(3,203)	(4,445)	
Accounts Payable	-	-	-	-	-	-	-	-	
Employee Deductions - Ins/Retirement/Other	-	-	460	922	(1,654)	597	5,283	13,445	
Property Tax Actual	47,322	-	-	-	-	30,247	-	5,607	
Net Cash Provided/(Used) in Operating Activities	(22,853)	(81,905)	(150,447)	171,176	37,310	(34,417)	(62,172)	(143,308)	
Cash Flow from Investing Activities									
Land	(159,400)	-	-	-	-	-	-	(159,400)	
Building/CR	(9,217,147)	(577,303)	-	(855,442)	-	(493,665)	(42,719)	(11,126,273)	
Furniture	(222,775)	(25,284)	0	(12,290)	(0)	(59,086)	0	(319,435)	
Equipment	(271,687)	0	0	(3,213)	(0)	(10,330)	(0)	(285,231)	
Computers	(185,600)	(4,000)	-	(7,475)	-	-	-	(197,075)	
Proceeds from Asset Dispositions									
Net Cash Used in Investing Activities	(10,056,609)	(606,587)	0	(878,420)	(0)	(503,078)	(42,719)	(12,087,413)	
Cash Flow from Financing Activities									
Common School Loan	582,218	-	-	-	-	-	-	582,218	
Garatoni Family Foundation	5,067,833	4,364	4,086	4,371	(125,780)	(134,544)	4,017	4,824,347	
Larry Garatoni	3,743,875	647,032	144,747	961,451	4,746	565,034	55,227	6,122,112	
Mortgage	717,408	(4,185)	(4,211)	(4,236)	(4,262)	(4,288)	(4,313)	691,913	
Net Cash Used in Financing Activities	10,111,334	647,211	144,622	961,586	(125,296)	426,202	60,551	12,226,210	
Net Cash Provided/(Used)	31,872	(41,281)	(5,824)	254,341	(87,986)	(111,293)	(44,340)	(4,512)	
Cash @ Beginning of Period	24,723	56,595	15,313	9,489	263,831	175,845	64,551	24,723	
Cash @ End of Period	556,595	\$15,313	\$9,489	\$263,831	\$175,845	\$64,551	\$20,211	\$20,211	

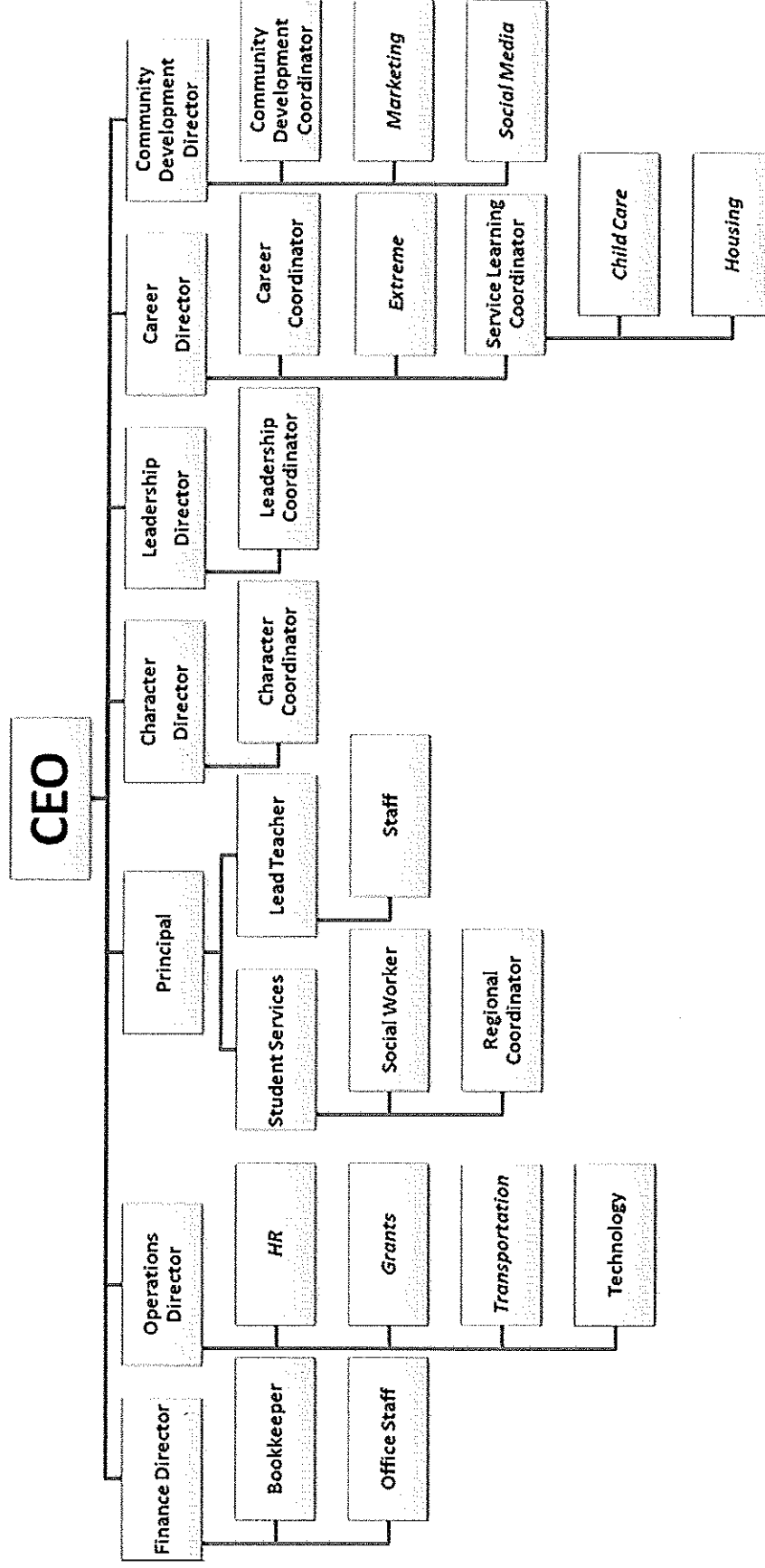
South Bend Career Academy
Fiscal Year Loan Activity and Interest Expense
2011 - 2012

Loan Description	Loan Balance 7/1/2011	Borrowed	Loan Payments	Accrued Int / Exp	Loan Balance 6/30/2012	Interest Exp Loan Payment
Garatoni Family Foundation	\$0	\$5,033,140	\$268,750	\$59,957	\$4,824,347	\$0
Larry Garatoni	198,500	6,088,800	-	33,311	6,320,612	
Crescent Michiana Properties - Transferred over from Realty Corp	-	737,962	46,049	-	691,913	47,669
Common School Loan	-	582,218	-	5,620	\$87,838	
Totals	\$198,500	\$12,442,120	\$314,799	\$98,889	\$12,424,710	\$47,669
memo - total interest expense				\$146,559		

ATTACHMENT 11
Organization Chart

Attachment 11 To Achievement Academy Charter Application: Organization Chart





* *Italics indicate programs*

Rev. 6.15.12

ATTACHMENT 12

**Non-Profit Status, Articles of Incorporation,
Bylaws**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 13 2011

CAREER ACADEMY OF SOUTH BEND INC
4100 EDISON LAKES PARKWAY STE 260
MISHAWAKA, IN 46545

Employer Identification Number:
27-3113436
DLN:
17053344308010
Contact Person:
GERALD HOLLAND ID# 95031
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 28, 2011
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

CAREER ACADEMY OF SOUTH BEND INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is fluid and cursive, with a large initial "L".

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of

CAREER ACADEMY OF SOUTH BEND, INC.

I, Todd Rokita, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented confirms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, July 14, 2010.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 14, 2010

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

APPROVED AND FILED
TODD ROKITA
INDIANA SECRETARY OF STATE
7/14/2010 11:34 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I – NAME AND PRINCIPAL OFFICE

CAREER ACADEMY OF SOUTH BEND, INC.
3605 Gagnon Drive, South Bend, IN 46628

ARTICLE II – REGISTERED OFFICE AND AGENT

Steven Hartz
3605 Gagnon Drive, South Bend, IN 46628

ARTICLE III – INCORPORATORS

Steven Hartz
3605 Gagnon Drive, South Bend, IN 46628
Signature: Steven Hartz

ARTICLE IV – GENERAL INFORMATION

Effective Date: 7/14/2010

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business
public charter school

Distribution of assets on dissolution or final liquidation
to another public charter school, balance to another non-profit educational entity

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF AMENDMENT
of
CAREER ACADEMY OF SOUTH BEND, INC.**

I, CHARLES P. WHITE, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, May 27, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, May 27, 2011.

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

2010071400304 / 2011053102816



ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION (NONPROFIT)

State Form 4161 (R10 / 1-03) / Corporate Form No. 384-2 (May 1988)
Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-8578

11 MAY 27 PM 4:00

Indiana Code 23-17-1 et seq.
FILING FEE: \$30.00

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one copy to address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the "Corporation") desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- ☐ The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
☐ Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)
☒ Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

APPROVED
AND
FILED
Charles M. Loeser
IND. SECRETARY OF STATE

ARTICLE I - Amendment(s)

SECTION 1: The name of the Corporation is:

Career Academy of South Bend, Inc.

SECTION 2: The date of incorporation of the Corporation is:

July 14, 2010

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is:

Career Academy of South Bend, Inc.

SECTION 4

The exact text of Article(s) II and IV of the Articles of Incorporation is now as follows.

Article II: Registered Office and Agent: Charles M. Loeser, 4100 Edison Lakes Parkway, Suite 260, Mishawaka, IN 46545

Article IV: The purposes/nature of business:

(a) The purpose is to operate a charter school to be known as South Bend Career Academy, exclusively for charitable and educational purposes in accordance with Section 501(c)3 of the Internal Revenue Code or corresponding section of any future federal tax code.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its educational/charitable purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization 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. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on by (a) an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(c) Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

SECTION 5

The date of adoption of the amendment to the Article(s) II and IV was May 25 2011.

ARTICLE II - MANNER OF ADOPTION AND VOTE**SECTION 1: Action by Board of Directors**

The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: *(select one)*

- ☐ At a meeting held on _____, 20 11, at which a quorum of such Board was present.
- ☒ By written consent executed on May 26, 20 11, and signed by all members of such Board.

SECTION 2: Action by members**IF APPROVAL OF MEMBERS WAS NOT REQUIRED:**

The Amendment(s) were approved by a sufficient vote of the Board of Directors or incorporators and approval of members was not required.

☒ Yes ☐ No

The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained.

☐ Yes ☐ No

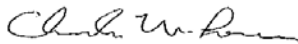
IF APPROVAL OF MEMBERS WAS REQUIRED:

	TOTAL	MEMBERS OR DELEGATES ENTITLED TO VOTE AS A CLASS		
		1	2	3
MEMBERS OR DELEGATES ENTITLED TO VOTE				
MEMBERS OR DELEGATES VOTED IN FAVOR				
MEMBERS OR DELEGATES VOTED AGAINST				

- ☐ The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.

I hereby verify, subject to penalties of perjury, that the facts contained herein are true.

Signature of current Officer



Printed name of Officer

Charles M. Loeser

Title of Officer

Assistant Secretary

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF AMENDMENT
of
CAREER ACADEMY OF SOUTH BEND, INC.**

I, CHARLES P. WHITE, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 22, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 22, 2011.

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE



**ARTICLES OF AMENDMENT TO THE ARTICLES
OF INCORPORATION (NONPROFIT)**
State Form 4161 (R.11 12-11) / Corporate Form No. 364-2 (May 1988)
Approved by State Board of Accounts 1095

APPROVED
AND
FILED

Charles P. White
IND. SECRETARY OF STATE

CHARLES P. WHITE
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one copy to address in upper right corner of this form.
Please TYPE or PRINT
Please visit our office on the web at www.sos.in.gov.

Indiana Code 23-17-17-1 at seq.
FILING FEE: \$30.00

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the 'Corporation') desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- ☐ The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
- ☐ Indiana General Not-For-Profit Corporation Act (approved March 7, 1936)
- ☐ Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

RECEIVED
IND. SECRETARY OF STATE

SEP 22 2011

Charles P. White

ARTICLE I AMENDMENT(S)

SECTION 1: The name of the Corporation is:

Career Academy of South Bend, Inc.

SECTION 2: The date of incorporation of the Corporation is (month, day, year):

July 14, 2010

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is:

Career Academy of South Bend, Inc.

SECTION 4

The exact text of Article(s) IV, V and VI of the Articles of Incorporation is now as follows.

Article IV – Purpose And Powers

Section 4.1: Purpose.

(a) The Corporation's purpose is to operate a charter school to be known as South Bend Career Academy (the "School"), exclusively for charitable and educational purposes in accordance with Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code and in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended. In furtherance of the aforesaid purpose, to transact any and all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1 et seq.), provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes, Section 501(c)(3) of the Internal Revenue Code, and the Indiana Charter Schools Act.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its educational/charitable purposes.

(c) No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization 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. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on by (1) an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (2) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(d) Subject to Article V below, upon the dissolution of the organization, its assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, and any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

(e) 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 4.2: Powers. Subject to any limitation imposed by the Indiana Nonprofit Corporation Act, Section 501(c)(3) of the Internal Revenue Code, the Indiana Charter Schools Act, or other applicable law, the Corporation shall have the power 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;

Section 4.3: 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:

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.

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.

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.

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.

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 V – Distribution of Assets on Revocation/Dissolution

If Ball State University (the Sponsor of the School under the Indiana Charter Schools Act) revokes the School's charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise

terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the School shall apply.

If the Corporation is dissolved, then consistent with Indiana Code 20-24-3-3, 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 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

Third, 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 VI – Term of Existence The Corporation shall have perpetual existence.

SECTION 5

The date of adoption of the amendment to the Articles was September 29, 2011.

ARTICLE II - MANNER OF ADOPTION AND VOTE

SECTION 1: Action by Board of Directors

The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: (select one)

☒ At a meeting held on September 22, 2011 at which a quorum of such Board was present.

☐ By written consent executed on _____, 2011 and signed by all members of such Board.

SECTION 2: Action by members

IF APPROVAL OF MEMBERS WAS NOT REQUIRED:

The Amendment(s) were approved by a sufficient vote of the Board of Directors or Incorporators and approval of members was not required.

☐ Yes ☐ No

The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained.

☐ Yes ☐ No

IF APPROVAL OF MEMBERS WAS REQUIRED:

TOTAL

MEMBERS OR DELEGATES
ENTITLED TO VOTE AS A CLASS

1

2

3

MEMBERS OR DELEGATES ENTITLED TO VOTE

MEMBERS OR DELEGATES VOTED IN FAVOR

MEMBERS OR DELEGATES VOTED AGAINST

☐ The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.

I hereby verify, subject to penalties of perjury, that the facts contained herein are true.

Signature of current Officer

Charles M. Loeser

Printed name of Officer

Charles M. Loeser

Title of Officer

Assistant Secretary

BYLAWS
OF
CAREER ACADEMY OF SOUTH BEND, INC.

ARTICLE I: General

Section 1: Name

The name of the corporation is Career Academy Of South Bend, Inc. (the "Corporation").

Section 2: Initial Registered Office and Initial Registered Agent

The post office address of the Corporation's initial registered office is 4100 Edison Lakes Parkway, Suite 260, Mishawaka, IN 46545. The registered agent in charge of the initial registered office is Charles M. Loeser.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

Members of the Board of Directors will serve a term of roughly three years, with the term of each director to end as of a different month so that during the month of the expiration of the term of a director, the other members of the board, as active directors, may re-elect such person to an additional term as a member of the Board, or elect a new member. The terms of the existing seven members of the Board will expire during the first seven months of 2014, proceeding in alphabetical order:

- The term of Lawrence Garatoni shall expire January 31, 2014;
- The term of Tracy Graham shall expire February 28, 2014;
- The term of Steven Hartz shall expire March 31, 2014;
- The term of Vivian Sallie shall expire April 30, 2014;
- The term of Rob Staley shall expire May 31, 2014;
- The term of James Summers shall expire June 30, 2014;

- The term of Suzanne Wiwi shall expire July 31, 2014.

The term of each director as re-elected at the end of the original term, or a new director who may be elected to replace a retiring director, shall expire on the third anniversary of the date of such re-election or appointment. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors. Any Director participating in a meeting by telephone may not vote or make motions, and shall not be counted towards a quorum.

Section 3: Regular Meetings

The Board of Directors shall hold regular meetings on a monthly basis during the school year, with at least one meeting during the summer, for the purpose of transaction of such business as properly may come before the Board. Meetings shall be held in the school building or, until such time as a school building has been secured and is available for occupancy, at such location as the Board may determine.

Section 4: Special Meetings

The Board of Directors may hold special meetings for any lawful purpose upon no less than (2) business days notice, as described in Section 6 of this Article II, upon call by the Chair, or by two or more members of the Board. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5: Compliance with Indiana Open Door Law

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

Section 6: Notice of Special Meetings

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

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

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

Section 7: Waiver of Notice

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

Section 8: Action by Written Consent

Any action required or permitted to be taken at any meeting of the Board, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minute or filed with the Corporation's records reflecting action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - i. Violations of the Indiana Charter School Law; and
 - ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of Fiduciary Duty, including, but not limited to, a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including, but not limited to, the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, as defined as absence from three consecutive meetings, or from more than 1/3 of the meetings within one calendar year; provided, that for this purpose, a member who participates in a meeting by conference call or video-conference shall not be considered as absent.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office. Each new member of the Board of Directors shall be provided by the Secretary with a copy of the School's charter application (narrative portion, excluding exhibits) and shall confirm, prior to voting as a member of the board, that he or she has read and agrees with the school's goals and mission as described therein.

Section 10: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors nor an immediate relative of any director may have any pecuniary interest in such EMO.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a Chair, a President, a Secretary, an Assistant Secretary, and a Treasurer. An officer may hold more than one office. Each officer shall be elected by the Board of Directors and shall serve for one year, or until the officers successor is duly elected.

Officers do not need to be members of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: Chair

The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: President

The President shall serve in place of the Chair during times in which the Chair is otherwise unavailable.

Section 4: Secretary and Assistant Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare, or shall cause to be prepared, and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe. An assistant secretary shall be designated to act as Secretary in the absence of or pursuant to instructions of the Secretary.

Section 5: Treasurer

The Treasurer shall oversee the School's chief financial officer ("CFO") and shall cause the CFO to (i) prepare and maintain (or cause others to prepare and maintain) correct and complete records of account showing accurately the financial condition of the Corporation; (ii) cause all notes, securities, and other assets coming into the possession of the Corporation to be received, accounted for, and placed in safekeeping according to proper audit and accounting principles; (iii) furnish (or cause to be furnished) a statement of the financial condition of the Corporation at each meeting of the Board or otherwise when requested by the Board of Directors or the Chair; (iv) perform other duties usual to the position of CFO as the Board of Directors or Chair may prescribe.

ARTICLE IV: Committees

Section 1: Executive Committee

The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the

Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2: Other Committees

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

ARTICLE V: Conflicts of Interest

Section 1: General Policy

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

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives, including spouses, ancestors, and descendants, 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.

ARTICLE VI: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what her or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2: Definitions

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof

(whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, appear before the referee and answer questions that the referee deems relevant and shall be giving ample opportunity to present to the referee evidence upon which her or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4: Relationship to Other Rights

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

Section 5: Extent of Indemnification

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

Section 6: Purchase of Insurance

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

ARTICLE VII: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

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

Section 2: Checks

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

Section 3: Loans

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

Section 4: Deposits

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

Section 5: Gifts


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

ARTICLE VIII: Amendments

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

These Bylaws have been adopted by proper motion by the Board of Directors at the initial Board of Directors meeting on February 14, 2011, as amended June 23, 2011 and further amended April 27, 2012.

Attest,


James Summers
Secretary

ATTACHMENT 13
Statement of Assurances

Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
- ☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those

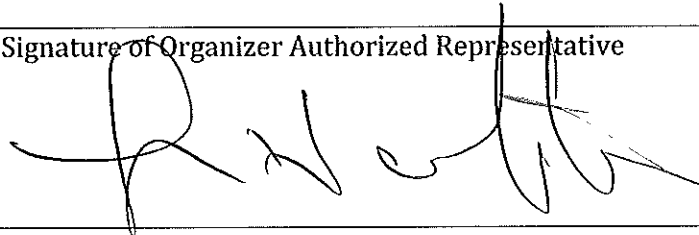
mandatory audits

- ☒ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- ☒ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- ☒ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- ☒ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- ☒ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to BSU, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- ☒ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Organizer Authorized Representative



Date

July 31, 2012

ATTACHMENT 14
Board Information Sheets

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: Lawrence H. Garatoni
Home Address: 1424 Vistula Road, Osceola, IN 46561
Business Name and Address: HQ Investments
4100 Edison Lakes Pkwy, #260, Mishawka, IN 46545
Telephone No.: 574-271-5145 x 200
E-mail address: Larry.Garatoni@hqinvestments.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ **Resume and professional biography are provided.**
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ **Yes**
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc., d/b/a SBCA, that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple sites in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes – already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ **Yes – in addition to serving on the SBCA board, I am a member of the board of directors of The Crossing. One of The Crossing's South Bend campuses is on the second floor of the SBCA building (leased from CASB). I know many of The Crossing's employees, including some who will work at the school. I am a financial supporter of The Crossing as well as CASB.**
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes – see #2 above.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes.
See #2 above. I am a financial supporter of The Crossing as well as CASB, but I do not consider that as "conducting business."
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes See #2 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☐ I / we have no such interest. ☒ **Yes – See #2 above.**
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I / we or my family do not anticipate conducting any such business.
(See #4 above).
☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☒ Yes, see # 2 above.

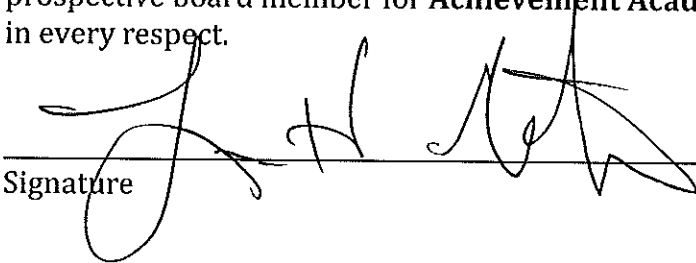
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

While I am a member of the board of directors of The Crossing, which will contract with the school, I do not believe this is a genuine conflict of interest. Both companies are non-profit 501c3 charities, no one is profiting from these relationships; the two companies will work together for charitable purposes.

Certification

I, Lawrence H. Garatoni, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **Achievement Academy** Charter School is true and correct in every respect.

Signature



July 27, 2012
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: *Tracy Graham*
Home Address: *51548 Harborough Dr., Granger IN 46530*
Business Name and Address: *1400 E. Angela Blvd, South Bend IN 46617*

Telephone No.: *312-608-0873*
E-mail address: *tgraham@graham-allen.com*
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of Career Academy of South Bend, Inc., d/b/a South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc. (CASB) that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes - already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes - Rob Staley, the founder and director of The Crossing (intended subcontractor for education services), is a member of the current CASB board, so is well-known to me.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes, see #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ **I / we have no such interest.** ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ **I / we or my family do not anticipate conducting any such business.**
☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Tracy D. Graham, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Achievement Academy Charter School is true and correct in every respect.

Tracy D. Graham
Signature

07/27/2012
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: **Vivian G. Sallie**
Home Address: **16194 Baywood Lane, Granger, IN 46530**
Business Name and Address: **same**

Telephone No.: **(574) 271-9888**
E-mail address: **vsallie@aol.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of Career Academy of South Bend, Inc., d/b/a South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc. (CASB) that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes - already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes - Rob Staley, the founder and director of The Crossing (intended subcontractor for education services), is a member of the current CASB board, so is well-known to me.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes, see #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ **I / we have no such interest.** ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ **I / we or my family do not anticipate conducting any such business.**
☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Vivian G. Sallie, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Achievement Academy Charter School is true and correct in every respect.

Vivian G. Sallie
Signature

July 27, 2012
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: **Steven W Hartz**
Home Address: **3624 W Shore Dr. Bremen IN 46506**
Business Name and Address: **VALUE TOOL ! ENGINEERING**
2629 Foundation Dr. South Bend IN 46628
Telephone No.: **574-514-1929**
E-mail address: **steve@valuetooleng.com**
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of Career Academy of South Bend, Inc., d/b/a South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc. (CASB) that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes – already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes – Rob Staley, the founder and director of The Crossing (intended subcontractor for education services), is a member of the current CASB board, so is well-known to me.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes, see #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ **I / we have no such interest.** ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ **I / we or my family do not anticipate conducting any such business.**
☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

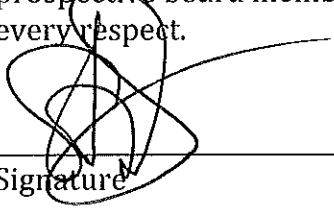
organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Steven W. Hartz, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Achievement Academy Charter School is true and correct in every respect.



Signature

7/26/2012

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: **Suzanne Wiwi**
Home Address: **1240 Longfellow Ave. South Bend, IN 46615**
Business Name and Address: **St. Joseph Grade School**
Telephone No.: **574-234-0451** **216 N. Hill St.**
E-mail address: **South Bend, IN 46617**
wiwi@stjosephgradeschool.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

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Governance

1. Describe the role that the board will play in the school's operation.

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2. How will you know if the school is successful at the end of the first year of operation?

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Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes – already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes – Rob Staley, the founder and director of The Crossing (intended subcontractor for education services), is a member of the current CASB board, so is well-known to me.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes, see #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ **I / we have no such interest.** ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ **I / we or my family do not anticipate conducting any such business.**
☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Suzanne Wince, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for So. Bend Career-A Charter School is true and correct in every respect. Achievement Academy

Signature

Suzanne Wince

07/27/2012

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: James Summers
Home Address: 14677 Bridlewood Lane, Granger, IN 46530
Business Name and Address: The Summers Group, LLC
12980 State Rd 23, Suite F, Granger, IN 46530
Telephone No.: 574-247-9280
E-mail address: james@tsgdiversity.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ **Resume and professional biography are provided.**
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ **Yes**
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of Career Academy of South Bend, Inc., d/b/a South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc. (CASB) that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes - already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes - Rob Staley, the founder and director of The Crossing (intended subcontractor for education services), is a member of the current CASB board, so is well-known to me.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ **I / we do not anticipate conducting any such business.** ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes, see #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ **I / we have no such interest.** ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ **I / we or my family do not anticipate conducting any such business.**
☐ Yes

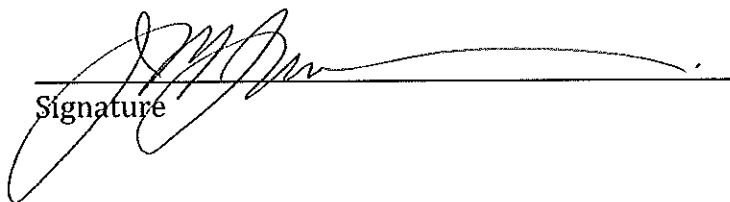
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ *Does not apply to me, my spouse or family.* ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ **None** ☐ Yes

Certification

I, James Summers, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Achievement Academy Charter School is true and correct in every respect.



Signature

July 27, 2012

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Achievement Academy
2. Full name: Robert Staley
Home Address: 22357 Spicewood Drive, Goshen, IN 46528
Business Name and Address: Crossing Educational Center
2930 S. Nappanee St., Elkhart, IN 46517
Telephone No.: 574-875-8070
E-mail address: robrstaley@yahoo.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
☒ **Resume and professional biography are provided.**
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ **Yes**
5. Why do you wish to serve on the board of the proposed charter school? **Belief in the mission of the proposed school.**
6. What is your understanding of the appropriate role of a public charter school board member? **To set standards for the school, monitor performance, and give direction to management (or replace management) as appropriate.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a member of the board of Career Academy of South Bend, Inc., d/b/a South Bend Career Academy (SBCA), which began operation in August, 2011. This application is based on the conclusion of Career Academy of South Bend, Inc. (CASB) that a separate school, focusing on at-risk youth and dropout recovery rather than the general school population targeted by SBCA, will be beneficial. Since both schools will be divisions of CASB, the same board will govern both.

8. Describe the specific knowledge and experience that you would bring to the board.
See attached resume/bio.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To attract students who have dropped out, been expelled, or failed at other schools or are at risk of doing so; to establish strong relationships with such students; to provide them with suitable courses; to help them graduate and develop character traits that will make them contributing members of society and have the opportunity for a rewarding life.

2. What is your understanding of the school's proposed educational program?

Since the school will (at least initially) utilize The Crossing National, Inc. (The Crossing) as a subcontractor for educational services, the school will use The Crossing's educational program, which has a record of success in multiple locations in Indiana.

3. What do you believe to be the characteristics of a successful school?

A sound curriculum; motivated teachers; a healthy culture.

4. How will you know that the school is succeeding (or not) in its mission?

If the school is attracting students and helping them graduate, that will mean success.

Governance

1. Describe the role that the board will play in the school's operation.

The board will receive periodic reports from management on results of operations and will give directions to management as appropriate.

2. How will you know if the school is successful at the end of the first year of operation?

If most of the students who started the year have graduated or advanced a grade; if students express appreciation for the school and demonstrate positive character traits.

3. How will you know at the end of four years if the school is successful?

Same as #2, except that year to year growth in enrollment is an additional measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Monitor results of operations. As The Crossing already has a successful record in South Bend, it is expected that the need for board intervention will be minimal.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First step: discuss with other board members; next, jointly discuss with the suspect member to see if resolution is possible; last, if need be, removal of the suspect member from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ **Yes - already serve on CASB board.**
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ **Yes - in addition to serving on the SBCA board, I am the founder and director of The Crossing, which employs the staff who will work at the school, so I know all the employees.**
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☒ **Yes - see #3 above - the company that I founded and head, The Crossing, will provide extensive services for the proposed charter school.**
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business. ☒ **Yes - see above.**
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ **Yes See #3 above.**
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☐ I / we have no such interest. ☒ **Yes - See #3 above.**
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐ I / we or my family do not anticipate conducting any such business.

☒ Yes, see #3 above

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family. ☒ Yes, see # 3 above.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

While I am an employee and director of The Crossing, which will contract with the school, I do not believe this is a genuine conflict of interest. Both companies are non-profit 501c3 charities, no one is profiting from these relationships; the two companies will work together for charitable purposes.

Certification

I, Robert R. Staley, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for **Achievement Academy** Charter School is true and correct in every respect.

Robert R. Staley
Signature

July 27, 2012
Date

ATTACHMENT 15

Code of Ethics and Conflict of Interest

South Bend Career Academy Conflict of Interest Policy

A. Conflict of interest policy as to the governing board of the school: the conflict of interest policy as to members of the board of directors, as stated in Article V of the bylaws as adopted by the board of directors of the school at its initial meeting on February 14, 2011 and as attached hereto, is modified as follows:

1. Since SBCA has extensive dealing with The Apprentice Academy, Inc. (TAA) and The Crossing National, Inc., (The Crossing), not only in leasing a portion of the SBCA building but providing services, and since two members of the SBCA board (Larry Garatoni and Rob Staley) are on The Crossing's board, and all members of the SBCA board serve as the board of directors for TAA, special provisions are necessary for the conflict of interest policy with respect to TAA and The Crossing.
 - a. As to Section 1(c) of Article V of the bylaws, stating "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," the application as to The Crossing and TAA shall be:
 - i. For The Crossing, as for any organization in which only a minority of SBCA directors are involved (not only as owner or employee but as a director), the involved board members may participate in the discussion, but may not vote on the proposed transaction. Accordingly, Rob Staley and Larry Garatoni shall not vote on transactions with The Crossing.
 - ii. For TAA, while all board members also serve as the TAA board, Steve Hartz, as TAA's founder, is substantially more involved; accordingly, Steve shall abstain from voting as to transaction between TAA and SBCA. In addition, the remainder of the board, in acting on any involvement with TAA, will (a) consider relevant market pricing, make a record of its determination as to market pricing, and base any transaction on market pricing unless there is reason, consistent with the charitable purposes of SBCA, to do otherwise.
 - b. SBCA's bylaws shall be amended accordingly.

B. Conflict of interest policy as to employees:

1. The school has not entered and will not enter into any agreement with or otherwise engaged in business with any provider of goods or services which is owned, partially owned, or employs any member of the board of directors of the school or employee of the school or any relative thereof.
2. The officers, employees, and agents of the school shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to agreements with the school.

ARTICLE V: Conflicts of Interest

Section 1: General Policy

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

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives, including spouses, ancestors, and descendants, 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 16
School Management Contracts

Achievement Academy – Crossing Education Center

Term Sheet

Parties:	Career Academy of South Bend, Inc., d/b/a Achievement Academy (“Principal”) and The Crossing National, Inc., d/b/a Crossing Education Center and d/b/a The Crossing (“Agent”).
Service Charge:	90% of base tuition revenue.
Services Provided:	All services necessary for operation of school.
Resources:	In consideration of the above fee, Agent will provide all equipment, books, computers, and other material necessary for the operation of the school (Agent is responsible for securing premises with the assistance of its affiliate).
Evaluation:	Agent will report to Principal as to school operations on an ongoing basis.
Financial controls:	Agent is responsible for paying all expenses of the school.
Conditions For Renewal:	It is the intention of the parties that the agreement shall be in effect for the Agent’s fiscal year beginning July 1, 2013 and from year to year thereafter; subject to the right of either party to terminate for cause.

School Services Agreement
Achievement Academy – Crossing Education Center

This agreement is made between Career Academy of South Bend, Inc., d/b/a Achievement Academy (“the Corporation”) and The Crossing National, Inc., d/b/a Crossing Education Center (“CEC” or “The Crossing”).

1. The Crossing will provide all services necessary for the operation of the Corporation’s charter school (the “School”) to begin operations in the 2013-2014 school year, consistent with The Crossing’s freeway school accreditation and agreement with the Indiana Department of Education, per Indiana Code 20-26-15, and the Corporation’s charter school application and contract (the “Charter”). The school will be an alternative school program for students in grades 9 through 12.
2. The Crossing will market the School to potential students who have dropped out of or have been expelled from other schools. No student will be required to attend the School. The Crossing will be responsible for enrolling students in the School.
3. The Crossing will inform all potential students considering admission to the School (“Potential Students”) and their parent(s)/guardian(s), in the process of their decision about whether to attend the School, that The Crossing’s program includes discussions of values which will involve references to Biblical teachings and spirituality (the “Spiritual Component”).
 - a. The Crossing will provide Potential Students and their parent(s)/guardian(s) with the disclosure/acknowledgement form attached as **Exhibit A** (“Spiritual Component Disclosure Parental/Guardian and Student Acknowledgement”), to be signed as acknowledgement of notification and consent.
 - b. The Crossing will provide the Corporation with a copy of such form signed by each Potential Student and the parent(s)/guardian(s) of each Potential Student having chosen to attend the School.
 - c. The Crossing will make clear to each Potential Student, as indicated in Exhibit A, that a Student attending the School is not required to participate in discussions or teaching involving the Spiritual Component.
 - d. All discussions involving the Spiritual Component will occur in a room other than the classrooms used for secular education.
4. The Corporation will pay The Crossing an annual fee (the “Per Capita Fee”) for each student enrolled in the School (“Student”) consisting of 90% of the basic tuition support paid to the School by the State of Indiana pursuant to Indiana Code 20-43-6 (the “Base Tuition”), subject to the following conditions:
 - a. The Crossing will provide the Corporation with all enrollment data necessary to support the Corporation’s application to the State for Base Tuition.
 - b. The Per Capita Fee will be paid in installments within two business days after the School’s receipt of an installment of Base Tuition revenue.
 - c. To the extent that the School relies upon advances from the State of Indiana’s Common School Loan (CSL) program for financial support, the School will loan to The Crossing, as CSL advances are received, the same percentage of such CSL funds as would be payable if such funds were received as Base Tuition. The Crossing will repay such loans in installments corresponding to the installment payments which the School is required to pay to the State of Indiana for its CSL obligations.
5. The Crossing will provide the School with such services and documentation as necessary for the School to apply for Special Education Grant funding pursuant to Indiana Code 20-43-7 (“Special Education Funding”) and Alternative Education Grant funding pursuant to Indiana Code 20-20-33 (“Alternative Education Funding”), subject to the following conditions.

- a. The Crossing does not warrant or guarantee the availability of any specific amounts of Special Education Funding or Alternative Education Funding.
 - b. If it is necessary, in order for the School to meet applicable special education requirements, for the School to provide services beyond the scope of the services routinely provided by The Crossing as an accredited freeway school (such additional services, the "Supplemental Services"), The Crossing will notify the Corporation of the nature and extent of the Supplemental Services.
 - c. The Corporation may in its discretion provide all or part of any Supplemental Services directly or elect to have such services provided by The Crossing. If the Corporation elects to have such services provided by The Crossing, the Corporation will reimburse The Crossing for all costs reasonably incurred by The Crossing for the provision of such services; provided, however, that the reimbursement to be paid to The Crossing for such purposes shall not exceed the Special Education Funding and Alternative Education Funding received by the Corporation.
6. All data (including ISTEP scores, attendance records, and academic credits) relating to Students and Potential Students ("Student Data") will be treated as the Corporation's, and for all reporting purposes the Corporation will be the home school of each Student.
 7. To the extent allowed by law, The Crossing will submit directly to the State (with a copy to the Corporation) all required data and reports. To the extent that applicable law requires data and reports to be submitted to third parties by the Corporation, the Crossing will submit such data and reports to the Corporation, which will forward such reports and data to the appropriate third parties.
 8. The Corporation will accept the grades and credits awarded to each Student by The Crossing.
 9. The Crossing acknowledges that the Student Data is protected by federal and state law including FERPA and IDEA. The Crossing has measures in place to protect the privacy of information contained in Student Data and will indemnify and hold the Corporation harmless for any breach of federal or state privacy laws in the event a claim; cause of action or litigation is pursued by any student or student's parent(s)/guardian(s). The Corporation will obtain the required parental consents so that The Crossing and its employees can have access to such information.
 10. The Crossing will provide report cards to the parents/guardians of Students ("Parents") every quarter and will conduct at least two Parent conferences during the school year.
 11. Students with disabilities are eligible to be enrolled in The Crossing, provided that this is the recommendation of the Case Conference Committee, approved by the Student's parents/guardian, and authorized by the Corporation. Students classified as MMH, Moderate, Severe or Profoundly Mentally Disabled or similar equivalent classification titles consistent with changes to federal law, or with an IQ below 70 will not be considered for enrollment.
 12. The Crossing reserves the right to expel any Student. If a Student is expelled, The Crossing will provide the Corporation with written notice of such expulsion within five (5) school days thereafter, and any Per Capita Fee adjustment will be made accordingly.
 13. Beginning as of the start of the 2013 school year, The Crossing shall maintain in effect liability insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate. At all times thereafter that this Agreement remains in effect, The Crossing shall provide the Corporation with a certificate from its insurer confirming that such insurance is in effect and will not be terminated without at least thirty (30) days prior written notice to the Corporation.
 14. All persons working at the School campuses shall be employees of and subject to the exclusive control of The Crossing and shall not be employees of the Corporation. The Crossing will maintain workers compensation coverage for its employees and shall provide evidence of workers compensation insurance within ten days of request and in no event less than annually.
 15. This agreement will be in effect for the school year beginning in July of 2013 and from year to year thereafter unless terminated by either party for cause. Either party may ask, in writing, for

reconsideration or modifications of these terms at any time. The agreement may be extended from school year to school year by any document incorporating the terms of this agreement and any changes for the applicable school year, if such writing is signed and delivered by a duly authorized agent of each party.

16. The Crossing will not be responsible for providing bus transportation.
17. The Crossing shall indemnify the Corporation against any liability deemed by a court of competent jurisdiction to be the result of a negligent or willful act or omission by any employee, agent, or representative of The Crossing. If any suit is brought against the Corporation in which an allegation is made indicating that a negligent or willful act or omission by any employee, agent, or representative of The Crossing occurred, The Crossing shall indemnify the Corporation for costs of defending and for any liability resulting from such suit.

By: _____ / _____
(Signature and title of representative of Apprentice Academy
Date of execution: _____

_____/_____
(Signature and title of representative of The Crossing National, Inc.
Date of execution: _____

Crossing National, Inc.
NON-DISCRIMINATION POLICY

Crossing National, Inc. admits students of any race, color, national origin, and ethnic origin 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, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered program.



Exhibit A to School Services Agreement
Achievement Academy/The Crossing National, Inc.

**The Crossing Education Program Spiritual Component Disclosure
Parental/Guardian and Student Acknowledgement**

By our signatures below, we affirm that: (a) we understand that education at The Crossing includes a spiritual component; (b) we, the parent(s)/guardian(s) of the student identified below, elect to have our student attend The Crossing; (c) I, the student identified below, elect to attend The Crossing; (d) we wish the Achievement Academy to pay to The Crossing the required tuition for The Crossing's education services.

Disclosure:

1. The Crossing educational program focuses on four (4) components of the student: Academic, Physical, Emotional, and Spiritual.
2. All students are expected to attend "Family Time," which is part of our daily instruction (roughly half an hour of three hours of daily class time) and involves discussion of topics including spiritual matters. Discussions during "Family Time" will on a regular basis (although not always) include references to the Bible as a source of wisdom, guidance and inspiration in dealing with life issues.
3. Students will not be coerced or pressured to believe in God. If a student elects to leave during a Family Time discussion involving spiritual matters, there will be no punishment or disapproval, but the student must remain at the school and use the time on school matters, under the supervision of a teacher.
4. The core values of The Crossing are: Relationships, Empowerment, Love, Integrity, and Truth. These values are part of our culture. We believe that educational success depends on emotional commitment to good values, and that spirituality can be a key source of strength, especially if practiced regularly through discussions of Biblical concepts, prayer, and open dialog.

Parent/Guardian

Date

Parent/Guardian

Date

Student

Date

Crossing National, Inc.
NON-DISCRIMINATION POLICY

Crossing National, Inc. admits students of any race, color, national origin, and ethnic origin 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, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered program.

STATE OF INDIANA
OFFICE OF THE SECRETARY OF STATE
CERTIFICATE OF EXISTENCE

To Whom These Presents Come, Greetings:

I, Connie Lawson, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records, and proper official to execute this certificate.

I further certify that records of this office disclose that

THE CROSSING NATIONAL, INC.

duly filed the requisite documents to commence business activities under the laws of State of Indiana on June 28, 2007, and was in existence or authorized to transact business in the State of Indiana on August 02, 2012.

I further certify this Non-Profit Domestic Corporation has filed its most recent report required by Indiana law with the Secretary of State, or is not yet required to file such report, and that no notice of withdrawal, dissolution or expiration has been filed or taken place.



In Witness Whereof, I have hereunto set my hand and affixed the seal of the State of Indiana, at the city of Indianapolis, this Second Day of August, 2012.

Connie Lawson

Connie Lawson, Secretary of State

2007062900060 / 2012080225026

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAR 02 2009

THE CROSSING NATIONAL INC
1202 W PIKE ST
GOSHEN, IN 46526-2002

Employer Identification Number:

26-0588186

DLN:

17053353327018

Contact Person:

JACOB A MCDONALD

ID# 31649

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

July 31

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

June 28, 2007

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

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

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

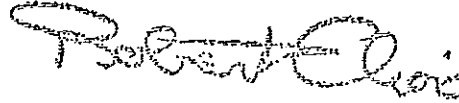
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

THE CROSSING NATIONAL INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Choi", with a stylized flourish at the end.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

ATTACHMENT 17
Personnel Policies



Crossing Educational Center

2012-13 Sample Memorandum of Understanding (MOU)

Employee Name: _____

Annual Salary: Range \$29,000 to \$31,000

Day Rate: Range \$152.63 to \$163.16

Position: Non-Certified Teacher or Certified Teacher

Benefits (for Full-Time* staff): Insurance benefits as follows: (*Full-Time is based on 30 hours per week)

- Dental (100% employee funded, voluntary)
- Health (\$250/month employer contribution toward employee only, dependent coverage 100% employee funded, voluntary)
- \$25,000 Life for Employee only (100% employer funded, auto-enrolled)

The Crossing National, Inc. (the Crossing) agrees to pay this employee bi-weekly for his or her services for the duration of this MOU. Payroll is based on 26 pays beginning _____, and ending _____. Insurance premiums will be deducted each pay based upon the employee's selection.

This employee agrees to:

- serve for two full school sessions (minimum 7 hours per day)
- begin with Staff Development training July 18, 2012, and continue until June 16, 2013
- 190 work days which includes staff development (*refer to 2012-2013 School Calendar*)
- participate in all scheduled Parent-Teacher conference dates
- attend at least one overnight student trip
- engage with students a minimum of one hour per week outside the normal school day
- extend dates to compensate for snow/weather cancellations
- move to different campuses as deemed necessary by Administration
- immediate reduction in staff if the Administration deems it necessary to reduce staff due to enrollment or financial hardship

Refer to the Crossing National, Inc. Employee Manual for specific policies and procedures.

It is agreed by both parties that any curriculum written or developed and used in the Crossing Educational Center becomes the property of the Crossing and must be left in possession of the Crossing upon departure.

This MOU is executed this ____ day of _____, 2012-13

Employee signature_____

Executive Director _____



Crossing National, Inc.

2012-2013 Employee Salary and Insurance Benefit Program

*Dental Insurance – Health Resources, Inc. (effective 8/1/2011 through 7/31/2012)

Employee Only	\$11.02 per pay period
Employee + One	\$22.58 per pay period
Employee + Family	\$39.72 per pay period

Health Insurance – PHP Insurance (effective 6/1/2012 through 12/31/2012)

	Plan A (Core)	Plan B (HSA**)
Employee Only	\$ 29.54 per pay	\$ 58.03 per pay
Employee + Spouse	\$188.77 per pay	\$223.40 per pay
Employee + Child(ren)	\$159.69 per pay	\$193.34 per pay
Family	\$324.92 per pay	\$364.72 per pay

Pay Scale

Certified Teacher	From \$31,000 per year (26 pay periods)
Non-certified Teacher	From \$29,000 per year (26 pay periods)
Paraprofessional	\$9,120 - \$17,100 per year (based on hrly rate)

**Dental rates subject to change on 8/1/2012*

***\$50 per month contribution into an HSA account*



The Crossing National, Inc.

An Equal Opportunity Employer

A Manual of Employee Benefits and Personnel Policies July 2012

“Transforming lives through education by focusing on the heart and mind”

LEGAL DISCLAIMER TO USERS OF THIS FORM EMPLOYEE HANDBOOK:

The materials presented herein are for general reference only. Federal, state or local laws or individual circumstances may require the addition of policies, amendment of individual policies and/or the entire Handbook to meet specific situations. Some government forms may be presented in altered size, font or format and may not, therefore, meet federal or state requirements. These materials are intended to be used only as guides and should not be used, adopted or modified without the advice of competent legal counsel.

These materials are presented, therefore, with the understanding that we are not engaged in rendering legal, accounting, or other professional service. If legal advice or other expert assistance is required, the services of a competent professional should be sought.

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Welcome to the Crossing!

We have been called by God to come alongside the lost and struggling youth of our communities and plant “seeds of truth” into their lives. I am pleased you are joining our team here at the Crossing.

The Crossing is a state accredited high school spread out over many campuses in northern Indiana; but we are much more than a traditional education program. Our students do not fit the traditional school model. Many of them have felony convictions, some have drug and alcohol addictions, most of them have behavioral problems and some simply have social and emotional issues.

Since our inception in 2003, our vision has been to transform lives by focusing on the heart and mind. We are committed to our pursuit of excellence in our four core areas of: **Academics, Character Development, Leadership Training, and Career Development.**

This handbook is designed to acquaint you with our personnel policies and practices which affect your employment at the Crossing. You should read, understand, and comply with all the provisions of this handbook. It describes your responsibilities as an employee as well as those of the Crossing as your employer.

We believe that each staff member is an integral part of our success and directly attributable to our strength. We look forward to each staff’s contribution to our mission and their individual, spiritual growth by serving “the least of these”.

Again, welcome!

Sincerely,

Rob Staley

Rob Staley

Executive Director

Introduction

General Crossing Information

History

- Vision created by Rob Staley in 2003. Rob has served as a public school educator for 25 years; 21 years in secondary administration.
- First school began in Goshen, IN, in December 2003, with 8 students and two teachers.
- The school model is designed to fit the needs of struggling students. This includes a self-paced curriculum using technology with students beginning at their ability level.
- Over 3,800 students have been serviced since 2003 by 75 Crossing employees.

Four Core Area of Focus

1. Academics
 - State accredited by the Indiana Department of Education and accountable for ISTEP scores and other data.
 - Curriculum focuses on Indiana academic standards and addresses four areas: Mental, Physical, Social, and Spiritual.
2. Character
 - Character education is addressed daily during Family Time where students discuss life issues related to Biblical principles.
 - Students are trained to deal with adversity as an opportunity to build character.
3. Leadership
 - A leadership academy meets bi-weekly with a beginning level (Boot Camp) and an advanced level (Ignite).
 - Students in the leadership academy create service learning projects and make decisions for their Crossing campus. The goal is to develop students that become contributing members of society by being community leaders.
4. Careers
 - Students develop and engage in a career path as a part of their high school curriculum. Career class opportunities are developed to meet student needs including Auto Tech and Building Trades.
 - Dual credit is often awarded through Vincennes University and other colleges.

Expectations

- 80% mastery is required in all subject areas.
- Community service is required every quarter.
- Students are encouraged to participate in social activities.
- Students clean their own campus, including bathrooms, etc.
- Students must attend regularly and earn credits.

Community Involvement

- Establishing a local board enables the Crossing to create a small learning community.
- Community members serve as mentors and finance auxiliary programs (trips, etc.)
- Crossing staff is often hired from the local community.

Employment Policies

Equal Employment Opportunity

It is our policy to provide equal employment opportunity to all individuals. We are committed to a diverse workforce. We value all employees' talents and support an environment that is inclusive and respectful. We are strongly committed to this policy, and believe in the concept and spirit of the law.

We are committed to assuring that:

- All recruiting, hiring, training, promotion, compensation, and other employment related programs are provided fairly to all persons on an equal opportunity basis;
- Employment decisions are based on the principles of equal opportunity. All personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to any characteristic protected by state, federal or local law; and
- Employees and applicants will not be subjected to harassment, intimidation, threats, retaliation, coercion or discrimination because they have exercised any right protected by law.

We believe in and practice equal opportunity. All employees are responsible for supporting the concept of equal opportunity and diversity and assisting our Company in meeting its objectives.

I-9 Immigration Reform Policy

The Crossing complies with the Immigration Reform and Control Act, employing only those persons who are legally eligible to work in the United States.

The Crossing complies with the Immigration Reform and Control Act of 1986 by employing only United States citizens and non-citizens who are authorized to work in the United States. All employees are asked on their first day of employment to provide original documents verifying the right to work in the United States and to sign a verification form required by federal law (INS Form I-9). All newly hired employees will be verified using an online system called E-Verify.

Employment Termination

1. The Crossing and its employees share a working relationship defined as employment-at-will. Simply stated, employment-at-will means that in the absence of a specific written agreement, you are free to resign at any time, and the Crossing reserves the right to terminate your employment for any reason (which does not violate any applicable law) with or without prior notice.
2. Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are a few examples of some of the most common circumstances under which employment is terminated:
 - Resignation – voluntary employment termination initiated by an employee.
 - Termination – involuntary employment termination initiated by the Crossing.
 - Layoff – involuntary employment termination initiated by the Crossing for non-disciplinary reasons.
3. If you wish to resign, you are requested to notify your Principal or Manager of your anticipated departure date at least two weeks in advance. Of course, as much notice as possible is appreciated by the Crossing and your coworkers. This notice should be in the form of a written statement.
4. A meeting between you and your immediate supervisor and/or Administrator will take place prior to your last day of work. A health insurance extension of benefits under COBRA regulations is available and is offered via mail to eligible employees. Building keys or any Company equipment must be returned at this time.
5. If you leave the Crossing in good standing, you may be considered for re-hire.

Workplace Conduct

Code of Ethics

1. **Honesty** – Give only an honest response or statement.
2. **Teamwork** –Interdependent relationships are essential for synergy. Team work functions the same as the Biblical model of the body. We are all one body but have different responsibilities according to our gifts and abilities.
3. **Resolve conflicts** - All conflicts will be resolved through practicing the principles of win-win thinking. Any concern or complaint about others will be addressed by the Biblical method of first meeting with the person and then taking a person to a second meeting if the issue is not resolved.
4. **Loyalty** – Be loyal to others including those who are absent. Be loyal to the organization and those in the leadership role.
5. **Integrity** – Always behave in a trustworthy manner.
6. **Commitment**- Have an attitude of “whatever it takes” to get the job completed.
7. **Responsibility** – always be responsible for your obligations to the organization, students, parents and colleagues.
8. **Competence** - develop and enhance professional expertise by modeling life-long learning.
9. **Spirituality** – Love the Lord your God with all of your heart, mind, soul, and body.

Crossing Employee Statement of Faith

1. **BIBLE:** The Scriptures, both Old and New Testaments, are the inspired Word of God. They are without error in the original writings, and they represent the complete revelation and final authority of His will for the salvation and spiritual development of people everywhere.
2. **GOD:** There is only one God, Creator of all things. He is infinitely perfect and exists eternally in three persons: Father, Son and Holy Spirit.
3. **JESUS CHRIST:** He is uniquely both true God and true man. His mother, Mary, was a virgin, and she conceived him by means of a special work from the Holy Spirit. Around the age of thirty-three, he died on the cross as the sacrifice for our sins. Three days later, he arose bodily from the grave. Forty days after his crucifixion, he ascended into heaven, where he was seated at the right hand of God. He is now our High Priest and Advocate.
4. **HOLY SPIRIT:** The main ministry of the Holy Spirit is to glorify the Lord Jesus Christ. Additionally, he convicts people of their sins and regenerates the believing sinner. He indwells guides, instructs, and empowers the believer so he can live a godly life and serve the Lord effectively.
5. **HUMANS:** Originally, people were created in the image of God and without sin, but they disobeyed God's law and became spiritually separated from Him. Only through a new birth from the Holy Spirit can salvation and spiritual life be obtained.
6. **SALVATION:** People can experience the forgiveness of their sins and enjoy a right relationship with God when they acknowledge Jesus' Lordship, repent of their sins and place their trust in him alone to save them from the consequences of their sins.
7. **BAPTISM AND THE LORD'S SUPPER:** Christians are expected to participate in these two ordinances of the Church; however, these acts in themselves are not to be regarded as a means of salvation.
8. **THE CHURCH:** The one true and universal Church is led by Jesus Christ. This body is composed of all the people who have placed their faith in Jesus Christ and have been regenerated by the Holy Spirit.
9. **THE FUTURE:** We believe in the eventual resurrection and judgment of everyone who has ever lived. The believer will be rewarded with everlasting blessedness and joy. The unbeliever will be punished according to his sins with a conscious and everlasting separation from God's presence and joy.

Disciplinary Action Policy

The Crossing reserves the right to terminate an employee at any time for any lawful reason with or without prior disciplinary counseling or notice. Nothing in this Handbook or any other Crossing document is intended to:

- Modify this “at-will” employment,
- Promise progressive discipline or disciplinary counseling,
- Promise notice in circumstances where the Crossing considers immediate termination or discipline to be appropriate.

Disciplinary actions may entail verbal, written, final warnings, suspension, or termination. A written warning document will contain an explanation of your offense, the necessary corrections needed, and will require your signature. Not all of these actions may be followed in some instances. The Crossing reserves the right to exercise discretion in discipline. Prior warning is not a requirement for termination. If you are disciplined in writing, copies of your warnings are placed in your personnel file.

The Crossing reserves the right to take any disciplinary action it considers appropriate, including termination, at any time. In addition to those situations discussed elsewhere in this handbook, listed below are some other examples where immediate termination could result. This list is general in nature and is not intended to be all-inclusive:

- Refusal or failure to follow directives from a supervisor, Administrator, or the Executive Director.
- Breach of confidentiality relating to employer, employee, donor, and student, or provider information.
- Altering, damaging, or destroying Company property or records, or another employee’s property.
- Dishonesty.
- Providing false or misleading information to any Crossing representative or on any Crossing records including the employment application, benefit forms, time cards, expense reimbursement forms, etc.
- Fighting or engaging in disorderly conduct on the Crossing’s premises.
- Violations of any of the Crossing’s employment policies including, but not limited to, confidentiality, security, solicitation, conflict of interest, and standards of conduct.
- Conduct or performance issues of a serious nature.
- Failure of a drug or alcohol test.
- Accessing inappropriate material on the internet or school computer.

Drug-Free Workplace Policy

We recognize alcohol and drug abuse as potential health, safety, and security problems. It is expected that all employees will assist in maintaining a work environment free from the effects of alcohol, drugs, or other intoxicating substances. Compliance with this substance abuse policy is made a condition of employment.

Employees are prohibited from the following when reporting for work, while on the job, on Company premises or surrounding areas, or in any vehicle used for Company business:

- The unlawful use, possession, transportation, manufacture, sale, dispensation, or other distribution of an illegal or controlled substance or drug paraphernalia;
- The unauthorized use, possession, transportation, manufacture, sale, dispensation, or other distribution of alcohol; and
- Being under the influence of alcohol or having a detectable amount of an illegal or controlled substance in the blood or urine (“controlled substance” means a drug or other substance as defined by applicable federal laws on drug abuse prevention).

Any employee violating these prohibitions will be subject to disciplinary action up to and including termination.

Any employee convicted under any criminal drug statute for a violation occurring while on the job, on Company premises, or in any vehicle used for Company business must notify the Company no later than 5 days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

Drug and alcohol testing will be carried out in compliance with any applicable state and federal laws and regulations.

We recognize that employees suffering from alcohol or drug dependence can be treated. We encourage any employee to seek professional care and counseling prior to any violation of this policy.

Violence-Free Workplace

It is the Crossing's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, the Crossing will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to the Crossing employees, donors, students, guests, vendors, and persons doing business with the Crossing

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Examples include but are not limited to:

- Physical assaults or threats of physical assault, whether made in person or by other means (i.e., in writing, by phone, fax, or e-mail).
- Verbal conduct that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker.
- Possession of firearms or any other lethal weapon on Company property, in a vehicle being used on Company business, in any Company owned or leased parking facility, or at a work-related function.
- Any other conduct or acts which management believes represents an imminent or potential danger to work place safety/security.

Anyone with questions or complaints about workplace behaviors which fall under this policy may discuss them with a supervisor or a Human Resources representative. The Crossing will promptly and thoroughly investigate any reported occurrences or threats of violence. Violations of this policy will result in disciplinary action, up to and including immediate termination of employees. Where such actions involve non-employees, the Crossing will take action appropriate for the circumstances. Where appropriate and/or necessary, the Crossing will also take whatever legal actions are available and necessary to stop the conduct and protect the Crossing employees and property.

Workplace Harassment Policy

The Crossing's policy is to provide a work environment that is free from harassment. Therefore the Crossing will not tolerate harassment based on age, race, gender, color, religion, national origin, disability, marital status, veteran status, sexual orientation, status with respect to public assistance, and other characteristics protected under state, federal, or local law. Such conduct is prohibited in any form at the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to all the Crossing employees, donors, students, guests, vendors, and persons doing business with the Crossing.

Sexual harassment, one type of prohibited harassment, warrants special mention. Sexual harassment has been defined according to the Crossing guidelines as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- *Submission to such conduct is made a term or condition, either explicitly or implicitly, of an individual's employment;*
- *Submission to or rejection of such conduct by an individual is used as a factor in decisions affecting that individual's employment; or*
- *Such conduct has the purpose or effect of interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.*

Examples of conduct prohibited by this policy include, but are not limited to:

- Unwelcome sexual flirtation, advances, or propositions;
- Explicit or degrading verbal comments about another individual or his/her appearance;
- The display of sexually suggestive pictures or objects in any workplace location including transmission or display via computer;
- Any sexually offensive or abusive physical conduct; and
- Disregard of any reported inappropriate behavior.

If you believe that you are being subjected to workplace harassment, you should:

1. Tell the harasser that his or her actions are not welcome and they must stop, if you feel comfortable enough to do so.
2. Report the incident immediately to your Principal or Manager or the Executive Director.
3. Report any additional incidents or retaliation that may occur to one of the above resources.

Any reported incident will be investigated immediately and thoroughly. Complaints and actions taken to resolve complaints will be handled as confidentially as possible, given the Crossing's obligation to investigate and act upon reports of such harassment. Appropriate actions will be taken by the Crossing to stop and remedy any and all such conduct, including interim measures during a period of investigation.

Retaliation of any kind or discriminating against an employee who reports a suspected incident of harassment or who cooperates in an investigation is prohibited. An employee who violates this policy or retaliates against an employee in any way will be subject to disciplinary action up to and including immediate termination.

Employee Benefits

COBRA Benefits

The Crossing complies with the federal law, Consolidated Omnibus Budget Reconciliation Act of 1985, P.L. 99 272, and later amendments, otherwise known as COBRA. Covered employees and their dependents that lose insurance coverage for any of the following reasons are eligible to continue their coverage through COBRA: termination, reduction in working hours, divorce or legal separation, death of the employee, eligibility for Medicare or loss of dependent child status under the insurance plan. All administrative rules and processes as well as changes in plan benefits and premiums apply to those on continuation coverage.

In the event of divorce or legal separation, or the loss of dependent child status under the plan, a covered employee or dependent must notify Human Resources within 60 days to maintain the right to continue coverage. At that time, Human Resources will contact the COBRA Benefits Administrator to provide enrollment materials to the employee or covered dependent within 14 days of that notification.

The covered employee or dependent has 60 days to elect continuation of coverage from either the date that coverage would ordinarily have ended under the plan by reason of a qualifying event or the date of notification, whichever comes later. Election of continuation of coverage is established by completing and returning enrollment materials to the COBRA Benefits Administrator.

COBRA premiums will be billed by the COBRA Benefits Administrator. Subsequent premiums must be received within the terms set forth by the provider. Failure to make timely payments will result in termination of coverage without notice.

COBRA continuation coverage will end for any of the following reasons: the Crossing discontinues its insurance plan, the premium payment is not made in a timely fashion, and the person who elected continuation of coverage becomes covered under another insurance plan or Medicare. Continuation coverage will end after 18 months if the qualifying event was termination or reduction in hours, unless the qualified beneficiary is disabled at the time of termination or reduction in hours, in which case coverage may extend to 29 months. Continuation coverage will otherwise end after 36 months.

You should check with the Human Resource Department in the event there are any questions regarding COBRA coverage. Changes with the COBRA continuation coverage will be provided by the COBRA Benefits Administrator.

Family and Medical Leave Act (FMLA)

The Crossing National, Inc. offers FMLA for qualified employees. To be eligible an employee must have worked for an employer for at least 12 months, have worked at least 1,250 hours in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles.

The Family and Medical Leave Act (FMLA) provides an entitlement of up to 12 weeks of job-protected, unpaid leave during any 12-month period to eligible, covered employees for the following reasons: 1) birth and care of the eligible employee's child, or placement for adoption or foster care of a child with the employee; 2) care of an immediate family member (spouse, child, parent) who has a serious health condition; or 3) care of the employee's own serious health condition. It also requires that employee's group health benefits be maintained during the leave. The FMLA is administered by the Employment Standards Administration's Wage and Hour Division within the U.S. Department of Labor.

Employer-Offered Insurance

The Crossing provides group health, group term life, and dental insurance plans to all full-time employees. Coverage is offered either on an individual or family plan, in which the Crossing contributes a portion per month toward the employee only coverage for the medical insurance. The dependent coverage is paid at the employee's expense. The group term life policy is 100% paid by the Crossing. The dental insurance is 100% employee funded. All deductions for premiums are made through payroll deduction on a pre-tax basis.

Insurance coverage begins on the first day of the first month following the hire date of full-time employment. Current part-time employees who become full-time employees will be notified by Human Resources when they are eligible to enroll.

As a result of termination, reduction in work hours, injury or illness or in the event that an employee is on a military, jury duty, or other leave of absence, an employee may be eligible to continue the Crossing's group coverage by paying a monthly premium. If the employee satisfies eligibility requirements for coverage continuation and is terminated, has his/her work hours reduced, is on a leave of absence for a work-related injury or illness, is on an approved military leave or is on an approved jury duty leave, the employee will be notified by the COBRA Benefits Administrator for continuation options.

Employees are urged to consult the insurance summary plan description for details of the plan benefits. The plan document outlines payment of any benefits.

Group insurance is an employee benefit in which an employee is not required to enroll. There will be no increase in wages if an employee waives coverage. For questions concerning the benefit package, please contact the Human Resources department.

Time Away From Work

Critical Illness Policy

The Crossing realizes that employees with contagious temporary illness, such as influenza, colds, and other viruses need to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness may continue to work, the company considers several factors. The employee must be able to perform normal job duties and meet regular performance standards. In the judgment of the employer, the employee's continued presence must pose no risk to the health of the employee, other employees, or students. If an employee disputes the company's determination that such a risk exists, the employee must submit a statement from his or her attending health care provider that the employee's continued employment poses no risk to the employee, other employees, or students.

Funeral Leave Policy

The Crossing has taken into consideration the personal needs that arise from the death of an **immediate** family member. You will be allowed leave up to two (2) days with full pay until and including the day of the funeral. Funeral leave pay will not be granted to employees attending a funeral during periods when, for other reasons, they are not at work, such as vacation, holidays, and illness.

Immediate family is understood to include father, mother, spouse, child, sister, brother, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandparents, or any relative who lives with the employee.

Jury Duty

While it is the duty of every citizen to serve on a jury when called, the Crossing recognizes that this often means the loss of income. The Crossing pays the difference between the jury pay and regular wages for days when you are unable to report to work because of jury service.

The above statement applies provided that you:

- Show your supervisor your summons to serve on a jury prior to the time that you are scheduled to serve.
- Furnish your supervisor with evidence of having served on a jury for the time claimed.

Jury absence will be noted on your time sheet. This benefit cannot be applied to any court appearance other than jury duty unless such appearance is related to your employment.

Lunch Periods

Lunch Periods

Employees are allowed an unpaid lunch break between sessions. The schedule for meal periods should be established on the basis of work requirements in each office. Please consult your immediate supervisor should you have questions concerning the lunch schedule.

General Practices

Attendance Policy

1. The Crossing expects that every employee will be regular and punctual in attendance. This means being in their respective building or office, ready to work, at their starting time each day. Absenteeism and tardiness places a burden on other employees and on the Crossing.
2. When you are unable to work due to illness or an accident, please promptly notify your supervisor. In the event your immediate supervisor is unavailable, you must speak with a Principal. Leaving a message with another staff member, in lieu of contacting your immediate supervisor, does not constitute an accepted notification of absence. If you do not report for work and the Crossing is not notified of your status, it will be assumed after two consecutive days of absence that you have resigned, and you will be removed from the payroll.
3. If you become ill at work or must leave the building for some other reason before the end of the workday, be sure to inform your supervisor of the situation.
4. You will be compensated for authorized absences according to the provisions described in this Manual. Authorized absences beyond the time allowed under that policy are authorized without compensation.
5. In the event of inclement weather, refer to our website for instructions for your respective school location. The corporate office will remain open for business during regularly scheduled working hours and corporate staff and administrators are expected to report for work in inclement weather if it is at all possible to do so safely. In the event we close due to inclement weather, our website will be updated as information becomes available. Please keep your contact information up to date in the event you need to be reached on such occasions.
6. Should undue tardiness or absenteeism become apparent, disciplinary action up to and including discharge may be required.
7. Teachers, Teacher Assistants, and Regional Coordinators are contracted at 190 days per year. You have three (3) personal/sick days to be used throughout the year as needed. Any time taken over the amount allowed will be deducted from your pay based upon an hourly rate.
8. Administrators and Coordinators are contracted at 218 days and follow the school calendar. Please see your individual contract regarding days off.
9. Administrative staffs are contracted at 233 days and follow the school calendar. Please see your individual contract regarding days off.

Background Checks

The Crossing requires Level III background checks on all employees at the time of hire. The newly hired employee has the option to: provide a copy of a Level III report dated within the past five years or instruct the Crossing to obtain a copy via a third party administrator. The newly hired employee is responsible for the cost of the report. If the Crossing conducts the report, the fee may be deducted from the employee's first paycheck.

Forms are available to authorize the Crossing to obtain the Level III information and also to have the fee deducted from payroll. See the Human Resource Department for these forms.

The type of information that may be collected is as follows: criminal background check, employment history, education, and professional or personal references.

This information may also be sought out during reassignment or promotional periods.

The Crossing will conduct background checks in compliance with the federal and state statutes of the Fair Credit Reporting Act. The employee may receive a copy of the report upon request.

Business Expense Reimbursement

Purpose:

The Crossing will reimburse employees for necessary and reasonable expenses related to business. Prior authorization from Administrators or the Executive Director is required for reimbursements.

Any activity where funds are needed to pay for the activity, a Growth Development Plan document should be submitted to Administration for approval as a part of planning the event.

To administer uniform guidelines for reimbursement of business related supplies, mileage, or meals, the following policies and procedures have been established. While this policy provides many answers and useful guidance, it cannot address every possible situation. If you have any questions regarding the business nature and/or reimbursement of such expenses, check with your supervisor before you commit to spending any funds. The most useful guide to cost effective business expense is to spend money as if it were your own.

Auto Mileage:

Employees may receive reimbursement for direct business mileage which has been previously approved by an Administrator or the Executive Director. Employees shall use the standard mileage chart to calculate mileage between campuses. Requests should be submitted at the end of each month the expense occurs.

Submittal of Expense Reimbursement Requests:

It is the employee's responsibility to prepare and submit an Expense Reimbursement Request to receive reimbursement for business related expenses. Requests should be submitted at least monthly to insure proper matching of expenses with the appropriate accounting period.

For business related meal expenses to be deductible, IRS guidelines require that the amount and date of expense, specific business purpose, name/title/company of people entertained, and name/location of the establishment where the event took place and time of the business discussion (i.e., before, during or after the event) be documented on the expense form. Also include the itemized receipt showing the actual items ordered with the payment receipt.

All claimed expenses require an original receipt. Forms must be signed by the employee and approved by their supervisor **before** submission to Accounts Payable for processing. Incomplete requests will be returned to the requester for correction. Please refer to the Expense Reimbursement Procedure for guidelines.

Any deviation from the above guidelines requires authorization from the Executive Director before reimbursement may be given.

Confidential Information and Company Property

During your employment by the Crossing, you may have access to confidential and proprietary data. This information (hereinafter referred to as “Confidential Information”) includes, but is not limited to, data relating to the Company’s marketing and servicing programs, procedures and techniques; writing of curriculum; the identity, authority, and responsibilities of key contacts at Company accounts; school contracts; student records; proprietary software, web applications and analysis tools; and other data. This Confidential Information constitutes a valuable asset of the Company, developed over a long period of time and at substantial expense.

To protect the Company’s interest in this valuable asset, you must:

- (a) not use any such Confidential Information for your personal benefit or for the benefit of any person or entity other than the Company, and
- (b) use your best efforts to limit access to such Confidential Information to those who have a need to know it for the business purposes of the Company.

In addition, you should minimize those occasions on which you take documents, computer disks, or a laptop containing such Confidential Information. On those occasions where it is necessary, consistent with the best interests of the Company and doing your job effectively, to take documents, a computer disk, or a laptop containing Confidential Information outside the office, all appropriate precautionary and security measures should be taken to protect the confidentiality of the information.

During the course of your employment with the Crossing, you will be provided and/or will generate correspondence, memoranda, literature, reports, summaries, manuals, proposals, contracts, donor lists, prospect lists, and other documents and data concerning the business of the Company. Any and all such records and data, including newly developed curriculum whether maintained in hard copy or on a computer disk, computer hard drive, computer tape, or other medium is the property of the Company, regardless of whether it is or contains Confidential Information.

Upon termination of your employment at the Company, you are required to return all such records to the Company and may not retain any copy of any such records or make any notes regarding any such records. We reserve the right to search for such information and property in personal items while on Company premises such as vehicles, purses, briefcases, etc.

Conflicts of Interest

All employees have a duty to further the Crossing's vision and goals, and to work on behalf of its best interest. Employees should not place themselves in a position where the employee's actions or personal interests may be in conflict with those of the Crossing. Examples include soliciting or profiting from the Company's donor base or other Company asset for personal gain, acting on behalf of the Crossing in servicing or obtaining a donor and limiting the best solution for personal financial gain, and acting as director, officer, employee, or otherwise for any business or institution with which the Crossing has a business relationship without the written approval of the Executive Director.

Employees should report to their manager any situation or position (including outside employment by the employee or any member of the employee's immediate household) which may create a conflict of interest with the Crossing.

Dress Code

Your pride in both yourself and as a representative of our organization is reflected in your appearance and image you create. We feel our business image is important and request that our employees maintain standards of dress and appearance appropriate to the organization as a whole and your individual position responsibilities. Dress, grooming, personal cleanliness, and professional behavior standards contribute to the professional image we present to our students and visitors. Therefore, while performing duties for our organization, employees are expected to dress in attire appropriate to the business environment and to behave in a professional manner at all times to best represent our organization.

Guidelines:

- Due to the nature of our organization and our continuous student contact, the employees at the Crossing have followed a more traditional business attire dress policy.
- All employees should judge their business attire for meetings and contacts outside of the office by the type of function that will be attended. Also, on occasion there may be a specific business reason to require that all employees dress in traditional business attire. In such instance this will be communicated to employees in advance and they will be required to dress accordingly.
- Our business appearance and image is important to us. However, we respect individual preference and choice in dress and appearance. We are confident that employees will use their best judgment in following our dress and attire guidelines. We ask that at all times employees make certain that their appearance is well groomed and clean and that clothing is appropriate, neat, clean, and well-fitting. While relaxed business attire is acceptable within the stated guidelines, we want to be sure our environment does not jeopardize professionalism and productivity.
- Wearing jeans will not be allowed unless prior authorization from Administration is given.

If an employee is unclear about our dress and appearance guidelines, they are encouraged to consult with their supervisor and/or our Human Resource's staff. If an employee reports to work in questionable attire or appearance, a notification and/or discussion will occur with the employee to advise and counsel them regarding the inappropriateness of the attire. Continued or frequent departures from these guidelines will not be permitted and employees who appear for work inappropriately dressed or groomed may be disciplined up to and including termination.

Internet and E-Mail Acceptable User Agreement

Internet access and e-mail accounts are available to students and staff at the Crossing Educational Center (CEC). We believe the Internet offers vast, diverse, and unique resources to both students and staff.

On a global network, it is impossible to control all materials, and a persistent user may discover controversial information. CEC believes that the benefits of Internet access to educators and students in the form of information, resources, and opportunities for collaboration far exceed any disadvantages.

The continued availability of the Internet and e-mail system at CEC relies upon the proper conduct of users. Guidelines are provided in this document so that students and their parents/guardians are aware of the responsibilities that accompany the privilege of using the Crossing Educational Center Internet and e-mail system for educational purposes.

Guidelines for Use of the Internet

1. The use of school computers must be consistent with the educational objectives of CEC. Accessing or transmitting materials that are obscene or sexually explicit are prohibited. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are also unacceptable.
2. Transmission of any materials in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyright material and threatening or obscene material.
3. Users shall abide by the rules of the Internet and e-mail system. These include using appropriate language, respecting the privacy of other users, and not disrupting the use of the network, internet, or e-mail system to other users.
4. For their own safety, users should not reveal any personal addresses or telephone numbers.
5. All communications and information accessible via the network and internet should be assumed to be private property and subject to copyright protection. Use of these sources shall be credited appropriately as with the use of any copyrighted material. In some cases, the author's permission may need to be obtained before materials may be used.
6. Attempts to gain unauthorized access to system programs or computer equipment are prohibited.
7. Students may not install or reconfigure the computers at CEC without permission of technology staff or administration.
8. Any attempt to harm, modify, or destroy data of another user is prohibited.
9. CEC reserves the right to remove any user for inappropriate use of the Internet, e-mail, and/or computer equipment.

Staff Agreement:

I understand and will abide by the above Acceptable User Agreement. I further understand that any violation of these guidelines may result in my Internet and/or e-mail privileges being restricted or revoked, and also may result in school disciplinary action. I understand that if the violation constitutes a criminal offense, appropriate legal action may be taken.

Performance Evaluations

The Crossing is committed to providing you with feedback both formal and informal, about your performance on the job. Managers are responsible for on-going performance feedback. In addition, your manager may formally discuss and document your performance on a regular basis (generally on an annual basis).

Your performance appraisal discussion may include a review of your strengths, identify any areas needing improvement, and goals and objectives that need to be achieved. Specific performance problems may be addressed outside the performance appraisal cycle through either informal discussions or formal disciplinary action.

Formal performance feedback becomes a permanent part of your personnel file.

Personnel Records

Employee personnel files may include the following: (job application, job description, resume, records of participation in training events, salary history, records of disciplinary action, and documents related to employee performance reviews, coaching, and mentoring). Personnel records are maintained on a current basis. Please notify us immediately of any change of name, address, telephone number, marital, dependent or tax status. Personnel records are kept highly confidential, and are not available to anyone outside of the Company unless you have authorized the release, or release is to an authorized governmental agency, or is required by law. To obtain access to your records, contact Human Resources.

Safety Rules / Accident Report

The Crossing wants to ensure that our employees remain safe and injury-free when accidents are preventable. We expect our employees to refrain from horseplay, careless behavior, and negligent actions. It is the Crossing's policy to maintain a safe and secure working environment for all employees.

While working, employees must observe safety precautions for their safety and the safety of others. All work areas must be kept clean and free from clutter and debris. Any hazards or potentially dangerous conditions must be corrected immediately or reported to a supervisor.

If you are involved in an accident, you must comply with the following procedure:

- Report the accident to a supervisor or Human Resources professional immediately
- Obtain the necessary medical treatment
- Fill out an accident report regardless of the severity of the injury
- If you must seek additional medical treatment, obtain consent to leave the premises from your supervisor before doing so

Employees who fail to comply with this procedure are subject to disciplinary consequences.

Reporting Injuries & Illnesses

Purpose

To establish and maintain a comfortable and safe working environment.

Practice

We often take safety for granted. Though we may not be exposed to the same degree of risk as a typical manufacturing firm or health care facility, we should still recognize that safety risks are present and take steps to reduce the risk for injury or illness. Safety is everyone's responsibility at the Crossing.

Procedures

- All work-related injuries and illnesses should be reported immediately to your manager or the Human Resources department, even if you are not sure whether it is truly work-related. Even small, insignificant injuries, left untreated can result in more serious conditions.
- Your supervisor (or a designated alternate) will complete an Accident Report. When injuries are reported immediately, accidents can quickly be investigated and corrective action taken to prevent another injury.

If you see any potential hazards that need attention, notify the Human Resources Department immediately.

Workers' Compensation

The Crossing will provide workers compensation, a type of accident and injury insurance, for those who suffer a job-related injury or illness. Both income and medical benefits will be provided as well as insurance premiums.

Employees returning to work must provide proof of rehabilitation or treatment from a licensed physician and verification that they are able to complete all job-related tasks. In the event that the employee cannot complete some of the tasks as ordered by the physician, the Crossing will modify his/her job load. Once a physician has verified that the employee can resume all job-related tasks, he/she will no longer receive workers compensation benefits.

Standards of Conduct

The work rules and standards of conduct for the Crossing are important, and the Company regards them seriously. All employees are urged to become familiar with these rules and standards. In addition, employees are expected to follow the rules and standards faithfully in doing their own jobs and conducting the Crossing's business. Please note that any employee who deviates from these rules and standards will be subject to corrective action, up to and including immediate termination of employment.

While not intended to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of rule infractions or misconduct that may result in disciplinary action, up to and including immediate termination of employment. These examples are in no way a limitation on or intended to change the Company's at-will policy.

- Theft or inappropriate removal or possession of property; i.e. pilfering school supplies or using the copy machine for personal use
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, manufacture, distribution, sale, transfer, dispensation or use of alcohol or illegal drugs in the workplace
- Fighting or threatening violence in the workplace
- Immoral actions or intimidating others
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of Company-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in the workplace
- Sexual or other unlawful or unwelcome harassment and touching
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, or other Company-owned equipment
- Using Company equipment for purposes other than business (e.g., playing games on computers or personal Internet usage)
- Unauthorized disclosure of business "secrets" or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct
- Legal conviction

These rules apply to any and all interactions with students, fellow employees or anyone else associated with the workplace.

Student-Staff Relations

All Crossing Educational Center staff members (including volunteers) are expected to observe and maintain professional boundaries between themselves and students. Specifically, staff members shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive, sexually suggestive, or involve illegal substances such as tobacco, alcohol, or drugs. Examples of conduct by staff members that, in the absence of a legitimate purpose, are violations of this policy include, but are not limited to, the following:

1. Dating, making advances toward, or engaging in any sexual relationship with a student, regardless of the student's age, the perceived consensual nature of the relationship, where the advances are made or whether the staff member directly supervises the student. Further, no staff member may discuss or plan a future romantic or sexual relationship with a student.
2. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Crossing National, Inc. policy on Sexual Harassment.
3. Giving gifts of a romantic nature to any student.
4. Using verbal or any form of technology including but not limited to: social media, text message, email, or websites to create sexual banter, allusions, jokes, or innuendos with students.
5. Asking a student to keep a secret regarding a sexual relationship.
6. Entering a student's home when the student's parent/guardian is not present.
7. Giving a student of the opposite sex a ride in the staff member's car without others present.
8. Taking a student on an outing without obtaining prior express permission from the student's parent/guardian. An outing is defined as a school-related event or function that lasts a extended period of time, is overnight, or requires the student to leave the state.

A staff member who engages in conduct prohibited under this policy may be subject to disciplinary consequences up to and including suspension without pay and termination of employment. Any staff member who has knowledge or reasonably suspects that another staff member may have engaged in such conduct shall immediately report this information to either: the staff member's supervisor, the students principal, or the Director of the Crossing. If the staff member's supervisor or the student's principal receives this information, it must be reported immediately to the Director.

If a student comes to a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with a certified or licensed individual within the community who specializes in the assessment, diagnosis, and treatment of the student's problem. If the staff member is unsure how to proceed, they are to notify the Social Services Coordinator. Any staff member who determines that a student is in need of services shall report the matter to appropriate authorities. Under no circumstances should a staff member attempt to assess, diagnose or treat the student's problem or behavior. Parents are to be notified.

Staff members will receive training on maintaining professional boundaries with students and handling and reporting conduct that is prohibited under this policy.

Staff-Staff Relations

All Crossing Educational Center staff members (including volunteers) are expected to observe and maintain professional boundaries between themselves and other staff members. Staff members shall not associate with other staff members at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive, sexually suggestive, or involve illegal substances, or the overindulgence of alcohol. Examples of conduct by staff members in an existing marriage that, in the absences of a legitimate purpose, are violations of this policy include, but are not limited to, the following:

1. Dating, making advances toward, or engaging in any sexual relationship with another staff member in an existing marriage, regardless of the perceived consensual nature of the relationship, where advances are made.
2. Traveling alone in the same vehicle with staff of the opposite sex in an existing marriage, unless authorized by a supervisor.
3. Inappropriate personal sharing between staff of the opposite sex in an existing marriage. *
4. Staff of the opposite sex in an existing marriage working together after school/work hours without submitting a written statement clarifying the event to their direct report.
5. Entering into an informal meeting with a staff of the opposite sex in an existing marriage outside of the scheduled work day.
6. Staff of the opposite sex in an existing marriage entering into a formal meeting during the scheduled work day without keeping the door ajar and/or unlocked in the room where the meeting is taking place.

***If a staff member in an existing marriage confides in another staff member of the opposite sex to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the other staff member to make contact with a staff member of the same gender. If the staff member is unsure how to proceed, they are to notify their direct supervisor.**

A staff member who engages in conduct prohibited under this policy may be subject to disciplinary consequences up to and including suspension without pay and termination of employment. Any staff member who has knowledge or reasonably suspects that another staff member may have engaged in such conduct shall immediately report this information to either: the staff member's supervisor and/or the principal. If the staff member's supervisor or principal receives this information, it must be reported immediately to the Director.

Guarding Your Heart in the Workplace

*Above all else, guard your heart,
for it is the wellspring of life.
Proverbs 4:23*

Why is this important?

The Crossing is an organization that derives great strength from strong relationships. These relationships occur at many levels in our organization. We build and maintain relationships with other staff members as fellow believers and workers in God's Kingdom; we cultivate relationships with students as teachers and mentors; we strive to build positive relationships with our student's families; we network across regions and cities building relationships with businessmen, public school officials and politicians. In all these relationships we must be above reproach.

¹ Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. ² Now the overseer must be above reproach... ⁷ He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap.

1Timothy 3:1-2, 7

Relationships can be tricky and navigating them gracefully and appropriately is both a Scriptural mandate and a high priority of this organization. While this passage in 1 Timothy discusses the specific expectations for an overseer in the Church body, the principles that it advocates are equally important for our roles as teachers, administrators, staff and volunteers at the Crossing. Our relationships—in the workplace, in the community and in our homes—must be above reproach.

Working at the Crossing can be difficult and is oftentimes emotionally taxing; this can cause us to be emotionally vulnerable and more easily susceptible to sin. Becoming involved in the lives of our students is often messy and unpredictable. We are driven by God's love to reach out and share life with our students, providing them an opportunity to see out of their darkness and into God's light; this makes us a target for the spiritual warfare. Because relationships are such an enormous part of our ministry, the breakdown and misuse of relationships is a logical avenue for the enemy to open the door for temptation in our organization. We must be on guard against his schemes and above reproach in all our relational connections. Proper boundaries must be established and observed in our workplace relationships so that this might be achieved.

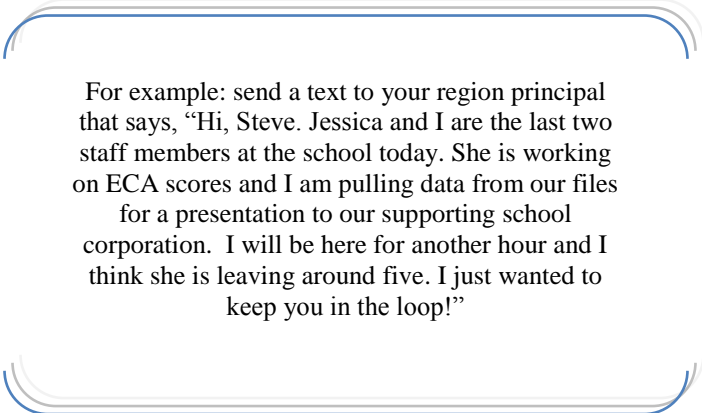
While this document primarily addresses the relationships built and encountered in the workplace, Scripture also addresses the importance of strong and healthy relationships in the home. In his instruction to Timothy about church leadership, Paul makes it clear that proper management of familial relationships is an essential leadership quality. He alludes to the idea that the manner in

which one manages one's family relationships is an indication of that individual's ability to lead in the church. In the same way, if we as Crossing employees are unable to manage our personal family relationships, how can we then be fit to appropriately manage our relationships at the Crossing (vv. 5,12)—on both the staff and student levels? Practically speaking, unhealthy relationships in the home will undoubtedly provide an easy avenue for unhealthy relationships to be built (or for healthy relationships to become unhealthy) in the workplace. This is something that Scripture obviously is directing us to avoid.

How do I guard my heart?

Not many would argue the proposition that guarding the heart is an important Biblical command; however, the practical application of such a truth is commonly where confusion resides. People often assume that because they work in a Christian organization sin will not be an issue in the workplace. However, human nature suggests otherwise. Thus, it is imperative that we take practical steps to avoid temptation and be above reproach. Below are the Crossing's criteria for the practical application of this expectation:

Set clear boundaries. Be careful to not spend significant alone time with a staff member of the opposite gender. Do not ride alone in a vehicle together or arrange time outside of work to hang out alone with a staff member or a student of the opposite gender. If you find yourself staying after school or late at the office frequently with the same staff member of the opposite gender, be cautious of the depth of personal information you share during this time. If you find that you cannot keep from sharing on a deep personal level while working late with a staff member of the opposite gender, change up your routine. Even if no inappropriate lines have been crossed up to this point, diligence in this matter guards against the development of unhealthy and inappropriate relationships between staff members.



For example: send a text to your region principal that says, "Hi, Steve. Jessica and I are the last two staff members at the school today. She is working on ECA scores and I am pulling data from our files for a presentation to our supporting school corporation. I will be here for another hour and I think she is leaving around five. I just wanted to keep you in the loop!"

Be intentional about accountability. We understand that sometimes the situations mentioned above are unavoidable. Depending on the make-up of your staff, there are likely to be many days when you find yourself working after hours with another staff member of the opposite gender. In the case that you are alone at work with another staff member, please be diligent to simply let your supervisor know each time this occurs. Send a text message or an email detailing where you are, who you are with and the amount of time you are spending together. If you need to ride alone in the car with a staff member of the opposite gender, be sure to obtain prior approval from your principal and your

spouse. When actions are kept out in the open, it removes the opportunity for secrecy and temptation.

Be cautious with the information you choose to share with someone of the opposite gender.

The people who work at the Crossing are high-caliber, Spirit-filled and united in purpose and passion. It is natural for strong connections to form between such like-minded people. However, we must be cautious of the connections that form between opposite genders. Even believers with the strongest resolve are susceptible to sin. Be very selective about sharing deep and vulnerable information about yourself or your struggles with the opposite gender. This type of information should be shared only in same-gender situations or in a larger group setting such as Heart Check. A deep emotional connection between two people who are opposite in gender (when both parties are not single) is the gateway to sin. It may seem an innocent enough connection at the outset, but Proverbs tells us that “there is a way that seems right to man, but in the end it leads to death,” (14:12; 16:25).

Meetings should occur at the workplace. If you need to have an individual meeting with someone of the opposite gender, arrange for this meeting to take place at the workplace during the scheduled workday. Be sure to leave the door ajar and/or unlocked.

Guard your mind. Be careful where you allow your thoughts to take you. Be sure to guard what you think about as adamantly as you guard what you do (Phil 4:8).

Flee from temptation!! If you find yourself in a compromising situation—get out!! Don’t waste time debating whether or not the situation is compromising. If it has the potential to cast doubt on your integrity or the integrity of the Crossing organization, remove yourself from the situation immediately and report/process with a supervisor. Most importantly—**stay connected to God!** Bring everything to Him in prayer so that His peace will guard your heart and mind (Phil 4:6-9). Be sure that you are spending quality time building up your relationship with God daily. Discipline in your relationship with God is the best deterrent of sin. The more connected you are with God, the less the likelihood that you will be “dragged away and enticed” (James 1:14b) by immoral desire.

Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will **guard your hearts and your minds** in Christ Jesus. Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—**think about such things**. Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you.

Philippians 4:6-9

Time Card Regulations

The Crossing requires that each employee maintains a time card of his/her hours. This will keep a record of hours worked and ensure that paychecks are correct. All employees are required to accurately record their hours worked each day.

Each employee must use his/her own time card only. Time cards must be approved by supervisor prior to submitting to Human Resources each week. All time cards are due each Friday. Any deviations from this must be communicated to Human Resources and your Administrator prior to the deadline.

ATTACHMENT 18

Leadership Evaluation Tool and Teacher Evaluation Tool

Crossing Educational Center

Performance Review

d * r * a * f * t

Name:	Date:
Position Title:	Campus:
Reports to:	Review Period:

PERFORMANCE SCALE

3 = Exceeds Expectations – Behavior produces a high level of performance results that exceed requirements in most areas consistently. Initiative and self direction are characteristic.

2 = Meets Expectations – Behavior produces an effective and consistent level of performance results. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly.

1 = Improvement Needed – Behavior produces inconsistency in performance not always leading to results. Output frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete and typically carry consequences.

PERFORMANCE FACTORS (or Areas?)

Using the performance scale above, review performance factors relative to results achieved. Rate performance and provide examples and rationale to support ratings.

Performance Factor 1: Engagement	Rating
<p>Builds relationships by actively engaging and investing in the lives of students outside the classroom setting.</p> <ul style="list-style-type: none"> - Mentors or disciples three students during the year - Attends one ELO each year - Attends campus events regularly 	
<p>Examples supporting rating:</p>	

Performance Factor 2: Teacher Performance and Planning	Rating
<p>Engage students in content to move toward achievement of academic goals.</p> <ul style="list-style-type: none"> - Prepares for instruction in advance - Engages students in group instruction settings - Keeps students on task - Modifies individual instruction plans to meet learning needs of student - Manages classroom to maximize instructional time 	
Examples supporting rating:	

Performance Factor 3: Teacher as Leader	Rating
<p>Actively pursues self-development and shares knowledge in the life of the campus and community.</p> <ul style="list-style-type: none"> - Continues ongoing learning and professional development - Takes initiative to offer support in the community - Seeks opportunities to become involved in the community as an extension of the campus 	
Examples supporting rating:	

Campus Performance Results – Key Indicators

Area / Weighting	Target	Actual	% of Target	Level of Performance Rubric - % to Target				Rating
				4	3	2	1	
Academics (X%)								
% 5 credits	75							
% NWEA growth	65							
% pass ECA	50							
Attendance	90							
Character (X%)								
% retreat part.	20							
% commitment	100							
% mentored	50							
Social Work (X%)								
% Fam Night	60							
% small groups	15							
Leadership (X%)								
% student w credit	80							
% Ignite leaders	90							
% monthly SL	80							
Careers (X%)								
% internships	80							
% eval improvmt	90							
Attendance rate	85							
% w career plan	95							
TOTAL RATING								

Overall Performance

Performance Area	Rating	Weighting	Overall Performance
Engagement		10	
Teacher Performance and Planning		10	
Teacher as Leader		3	
Campus Key Indicators		5	

Individual Development Planning

Development Area	Action Steps	Timeline	Tracking / Updates
	1. 2. 3.		Date: _____ € On Track € Not On Track Evidence:
	1. 2. 3.		Date: _____ € On Track € Not On Track Evidence:

PERFORMANCE SUMMARY

Principal Comments:

Teacher Comments:

Teacher Signature: _____ Date: _____

Principal Signature: _____

New Staff Orientation

July 18, 2012

8:30- Welcome- Purpose and Plan

8:40- Introductions- Getting to know you Activity

9:15- Heart Check-

9:45- Break

10:00- Vision, Mission, Core Values-

- History
- 4 Core Areas
- Vision/Mission
- School and Ministry
- Memorize vision statement

11:30- Post-it notes questions

11:45- Leadership

12:00- Lunch

12:45- Classroom Roles and Management-

- Fred Jones video (and then table talk)
- Adult Voice, Parent Voice, Child Voice (give handout and use examples)
- Team dynamic (machine)
- Praise, Prompt, and move on
- Sit, Stand, Lean
- Using poor decisions as teachable moment; Students are messy! Build Character

2:30- Break

2:45- Family Time-

3:00- Mission-minded

3:30- Procedures/Management

4:30- Closure and Dismissal

July 19, 2012

- 8:00 Heart Check (Breakfast provided) -
- 8:30 Post-it note Questions for Today
- 8:45 Group Dynamics and Personality and how this impacts teaming-
- Remind staff about personality profiles as discussing group dynamics.
- 9:15 Classroom Management Discussion as Teams-
- Based on conversations from training all week, CLs lead discussion with their teams establishing classroom expectations and guidelines.
 - After small group discussion, large group share ideas
- 9:45 Key Indicators of Success (data)
- 10:15 Break
- 10:30 Post-it note questions
- 10:50 Delegation Chart-
- Introduction
 - Large group discussion about Delegation chart, accountability
 - Team- Finalize Delegation Chart
- 11:30 Calendars
- 12:00 Lunch- Processing Training from week
- 1:00 Weeks one and two (As a team, schedule day one and week one)-
- 2:25 Break
- 2:40 Follow up on any post-its that haven't been addressed
- 3:00 APEX-
- 4:00 Closure
- 4:30 Dismissal

July Professional Development

Dates and Times	Who Attends	Location	Purpose
July 16 and 17 8:30 AM- 7:30PM 8:30 AM- 4:30 PM Campus Leader Retreat	Campus leaders, Regional Coordinators, Core Coordinators, Administration	River Oaks Community Church *Enter at Kids World Entrance 58020 CR 115 Goshen, IN	Leadership Training, Core Area Updates and Information, Vision for the Year, Mission, Networking Bring: Way of the Shepherd, Notebook, Bible, Pen/Pencil
July 18 8:30 AM- 4:30 PM New Staff Training	All New Staff Administration Core Coordinators	Nappanee Missionary Church Field House 70417 State Road 19 North Nappanee, IN	Vision, Mission, Operations, and Foundational Items for successful school year Bring: Notebook, Bible, Pen/Pencil
July 18 (eve) New Staff Outing	New Staff Administration Core Coordinators	Cookout at Rob and Gayle Staley's Home	Fellowship and networking
July 19 8:30 AM- 5:00 PM All staff Training	All Staff	Nappanee Missionary Church • Field House	To provide foundational training for school year covering topics from all four core areas Bring: Notebook, Bible, Pen/Pencil
July 20 8:00 AM- 4:30 PM Regional Training	All Staff	Region 2: Oak Creek Comm. Church Region 3: Ft. Wayne Campus Region 4: Marion Campus	Principals to offer training on regional topics and day to day functions of the job Bring: Notebook, Bible, Pen/Pencil
July 22 and 23 4:45- 9:00 PM 8:00 AM- 4:00 PM Spiritual Retreat	July 22- optional evening fellowship/worship for all (strongly recommended for all; Admin and new staff required) July 23- All staff	Nappanee Missionary Church (overnight housing at local staff members' homes) *Field House	To be likeminded in purpose and mission. Prayer, worship, teaching, reflection Bring: Notebook, Bible, Pen/Pencil
July 24 School Hours Building Level	All staff	Each staff in their own buildings	Teambuilding, Planning week One, Enrollments

ATTACHMENT 19

Campus Leases

LEASE AGREEMENT

This agreement is made between Career Academy of South Bend, Inc. ("Landlord") and The Crossing of St. Joseph Regional, Inc. ("Tenant") effective February 6, 2012 (the "Effective Date").

Background

A. Landlord's building at 3801 Crescent Circle, South Bend, Indiana (the "Building") is used primarily for Landlord's middle school and high school, South Bend Career Academy ("SBCA"), but also includes additional classrooms and shop space.

B. Tenant is an affiliate of The Crossing National, Inc. ("The Crossing"), which operates schools (each, a "Crossing Educational Center" – "CEC") for students who have dropped out of or have been expelled from other schools, or are at risk of dropping out or being expelled, as described at <http://crossingeducation.com/>. Tenant is responsible for providing school premises and financial support for The Crossing in St. Joseph County, Indiana.

C. Landlord and Tenant as well as The Crossing are 501(c)(3) organizations dedicated to education with a focus on career preparation, and wish to cooperate for charitable purposes.

D. With Landlord's consent and at Tenant's request, Landlord has provided classrooms on the second floor of the Building, as described below, to be used by The Crossing for a new CEC (hereafter, "Crossing At Career Academy" or "CACA"), which began operation on the Effective Date, subject to terms as provided below.

NOW, THEREFORE, in consideration of the mutual promises herein, Landlord and Tenant, intending to be legally bound, hereby agree as follows:

1. Classrooms. Landlord hereby leases to Tenant and Tenant leases from Landlord, as of the Effective Date, for use by The Crossing, the space on the second floor of the Building as shown on Exhibit A (the "Leased Space"), consisting of the two large classrooms marked as rooms 203/209 (the first number is the Career Academy room number, the second number is the permanent room number assigned by the architect) and 201/208 plus the space marked as 200 and 202 (Career Academy room designations) and 201, 202, 202a, 203, 204 and 205 (architect room designations).

2. Shared Use. In addition to the exclusive use of the portion of the Building described in Paragraph 1, Tenant shall have the non-exclusive right to use the Building's parking lot and the entrances, hallways, elevator and stairs as needed to reach the Leased Space; provided, that Tenant shall require its students (other than SBCA students taking Apprentice Academy classes) to enter the Building through the east door facing the CACA Leased Space.

3. Educational Services. By the terms of Landlord's lease of the shop floor on the first floor of the Building and other portions of the Building to The Apprentice Academy, Inc. ("Apprentice Academy"), the Apprentice Academy has agreed to provide vocational education

services for CACA students and other CEC students, subject to charges substantially the same as Apprentice Academy's charges to other parties for such classes.

4. Rent. Tenant shall pay rent of Two Thousand Five Hundred Dollars (\$2,500.00) per month, in advance on the first business day of each month, beginning March 1, 2012. For February of 2012, Tenant shall pay pro-rata from the Effective Date (\$1,982.75).

5. Utility Costs. Tenant will be responsible for 5% of the utility costs of the Building, which is roughly proportionate to the portion of the Building used by Tenant. Landlord will bill Tenant for its share of utility costs on a monthly basis, in arrears.

6. Indemnification From Liability. Tenant shall hold Landlord harmless from all claims and costs of any kind arising from the operation of Tenant's program in the Building. Tenant shall furnish Landlord with documentation confirming to Landlord's reasonable satisfaction that Tenant has insurance in place as to such liability (including workers compensation insurance covering Apprentice Academy instructors) and potential property damage claims.

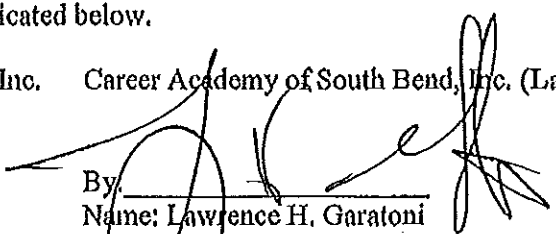
7. Maintenance of Leased Space And Remainder Of Building. Tenant will be responsible for maintenance of the Leased Space. Landlord will be responsible for maintenance of the remainder of the Building.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed by their duly authorized representatives as indicated below.

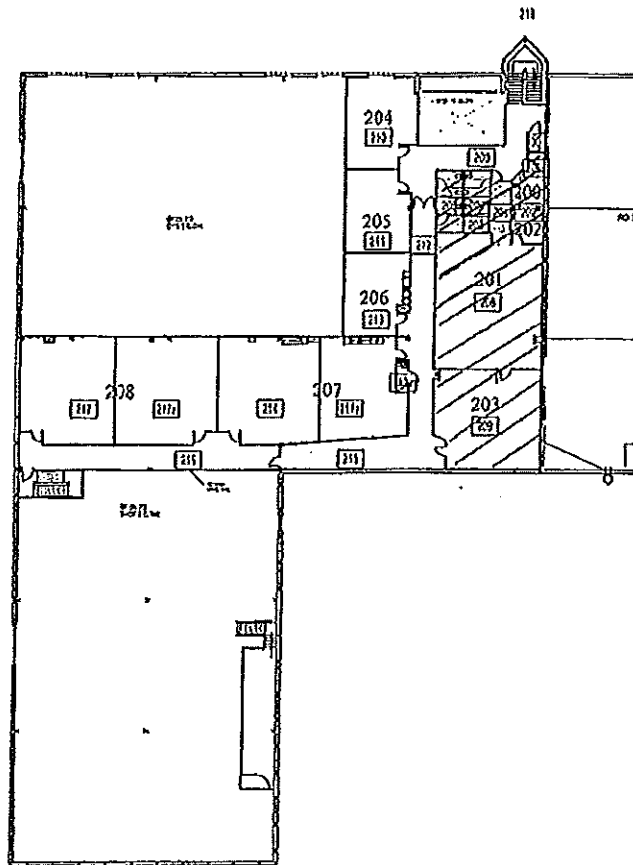
The Crossing of St. Joseph Regional, Inc.
(Tenant)

By: _____
Name: Rob Staley
Title: President
Date: February 28, 2012

Career Academy of South Bend, Inc. (Landlord)

By: 
Name: Lawrence H. Garatoni
Title: Chairman
Date: February 28, 2012

Career Academy Building 2d Floor Area Leased To The Crossing



1 SECOND FLOOR ROOM NUMBER PLAN
SCALE 1/8" = 1'-0"

ROOM IDENTIFIER	
APPROXIMATE ROOM NUMBER	203
APPROXIMATE ROOM NUMBER	209



Pantaka
Construction
Group

418 EAST MONROE ST.
SUITE 210
SOUTH BEND, IN 49221
(734) 244-1111

INTERIM

An Interior Build-Out For
The Career Academy Of
South Bend
A Projected Learning Center
School for Career Training
and Construction
South Bend, Indiana

DATE

PROJECT

DATE

DATE

DATE

Revised: August 16, 2017
CROSSING

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PANTAKA
CONSTRUCTION GROUP

2nd FLOOR ROOM NUMBER
PLAN

A1.2.1

Commercial Lease Agreement

This Commercial Lease Agreement is made and effective October 19, 2009 by and between Southgate Church, Inc. and Crossing Education Center.

Landlord is the owner of land and improvements commonly known and numbered as 3717 S. Michigan St. and legally described as follows Southgate Church, Inc.
Landlord makes available for lease a portion of the Building designated as Family Life Center Office Suite.
Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

1. Term.

A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning October 19, 2009 and ending June 30, 2010. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

2. Rental.

A. Tenant shall pay to Landlord during the Initial Term rental of 0.00 per year, payable in installments of 0.00 per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at 3717 S. Michigan St. or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. Tenant shall also pay to Landlord a "Security Deposit" in the amount of 0.00.

B. The rental for any renewal lease term, if created as permitted under this Lease, shall be 0.00 per year payable in installments of 0.00 per month.

3. Use

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device.

4. Sublease and Assignment.

Tenant *shall not* have the right without Landlord's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

5. Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased

Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

6. Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

7. Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

8. Insurance.

A. If the Leased Premises or any other party of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

9. Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that any utility or service provided to the Leased Premises is not separately metered, Landlord shall pay the amount due and separately invoice Tenant for Tenant's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use

any equipment or devices that utilize excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

10. Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

11. Entry and Use.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises. Landlord shall be able to use the Leased Premises during non-tenant occupied hours for activities of SGC. The tenant shall be responsible for locking up all confidential information.

12. Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas within the campus or in reasonable proximity thereto, for Tenant and Tenant's agents and employees.

13. Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing. The initial rules for the Building are attached hereto as Exhibit "A" and incorporated herein for all purposes.

14. Damage and Destruction.

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

15. Default.

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

16. Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

17. Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

18. Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

19. Security Deposit.

The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of default by Tenant. Unless otherwise provided by mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to

satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

20. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

[Landlord]

[Landlord's Address]

If to Tenant to:

[Tenant]

[Tenant's Address]

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

22. Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

23. Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

24. Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

25. Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

26. Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

27. Performance.

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease, and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the un reimbursed balance plus accrued interest to Tenant on demand.

28. Compliance with Law.

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

29. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

30. Governing Law.

This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of Indiana.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

[Landlord] Signature Block

[Tenant] Signature Block

Addendum A

Building Rules

1. **Snow Removal Sidewalks** – The Tenant shall be responsible for the snow removal and salt of the Main St. sidewalks and stairs leading to East Side Parking lot.
2. **Snow Removal Parking Lot** – Landlord (SGC) plows a portion of the lot on Wednesdays and Saturdays when necessary. Any snow removal beyond that is the responsibility of tenant. SGC requires all snow removal ordered from its designated plowing service provider. Agents and employees may be asked to move their vehicles to accommodate the service provider during business hours.
3. **Maintenance and cleaning including cleaning supplies and equipment (sweepers, mops, brooms, etc.)** - the responsibility of the tenant.
4. **Gym Usage** – SGC requires a quarterly gym schedule. SGC will make every effort to accommodate the tenant with the understanding that other activities performed by SGC may take precedence over the tenant's use.
5. **FLC and Gym-area Restrooms** - tenant is responsible to clean them.
6. **Gym Thermostat** - Temperature will be controlled by SGC management.
7. **Thermostat in FLC classroom area** - Tenant to set thermostat at a reasonable temperature as deemed by SGC during the day and at the end of the evening and on weekends please set heat at 65 degrees and a/c at 72 degrees.
8. **Furniture and Office equipment** - the responsibility of the tenant.
9. **Building Security** - responsibility of tenant. Area alarm system must be secured and disarmed in accordance with SGC management guidelines. Unlocking and locking the Michigan St. entrance and the interior exit door are the responsibility of the tenant. *False alarm fees are the responsibility of the tenant.*
10. **Building Access** - all staff and students are asked to enter via the Michigan St. entrance during school hours.
11. **Trash Removal** - all collected trash items must be bagged and placed inside the dumpster located just outside the east breezeway exit doors. Any large items not suitable for the dumpster will need to be hauled away at the expense of the tenant. SGC complies with EPA standards and guidelines.
12. **Fire Inspector code enforcement compliance** is the responsibility of the tenant.
13. **Telephone and Internet service** – This the responsibility of the tenant.
14. **Locks** - if any of the door locks are replaced, SGC management requires copies of the appropriate keys.

Commercial Lease Agreement

This Commercial Lease Agreement is made and effective July 1, 2012 by and between Gospel Center Missionary Church and The Crossing of St. Joseph County.

Landlord is the owner of land and improvements commonly known and numbered as 930 S 30th St, South Bend IN 46615 and legally described as follows Gospel Center Missionary Church. Landlord makes available for lease a portion of the Building designated as Carey Hall, S102 & S103. Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

1. Term.

- A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning July 1, 2012 and ending June 30, 2013. Landlord shall use its best efforts to give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

2. Rental.

- A. Tenant shall pay to Landlord during the Initial Term rental of \$9000 per year, payable in installments of \$750 per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at 930S 30th St, South Bend IN 46615 or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. Tenant shall also pay to Landlord a "Security Deposit" in the amount of \$750.
- B. The rental for any renewal lease term, if created as permitted under this Lease, shall be \$9000 per year payable in installments of \$750 per month.

3. Use.

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables, or other inherently dangerous substance, chemical, thing or device.

4. Sublease and Assignment.

Tenant *shall not* have the right without Landlord's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

5. Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Lease Premises. Repairs shall include such items as routine repairs of floors, wall, ceilings,

and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

6. Alterations and Improvements.

Tenant, at Tenant's expense shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

7. Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

8. Insurance.

- A. If the Leased Premises or any other party of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.
- B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.
- C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least ten (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

9. Utilities

Tenant shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that any utility or service provided to the Leased Premises is not separately metered, Landlord shall pay the amount due and separately invoice Tenant for Tenant's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilize excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

10. Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive, or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

11. Entry and Use.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises. Landlord shall be able to use the Leased Premises during non-tenant occupied hours for activities of GCMC. The tenant shall be responsible for locking up all confidential information.

12. Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, or the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas within the campus or in reasonable proximity thereto, for Tenant and Tenant's agents and employees.

13. Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing. The initial rules for the Building are attached hereto as Exhibit "A" and incorporated herein for all purposes.

14. Damage and Destruction.

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if

such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if not further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

15. Default.

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

16. Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

17. Condemnation.

If any legally constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

18. Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power

and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonable require.

19. Security Deposit.

The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of default by Tenant. Unless otherwise provided by mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

20. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

Mike Meyer/Kevin Blowers
Gospel Center Missionary Church
930 S 30th
South Bend IN 46615

If to Tenant to:

Larry Garatoni, Board President
The Crossing of St. Joseph County
2930 S Nappanee St
Elkhart IN 46517

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

22. Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

23. Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

24. Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

25. Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

26. Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

27. Performance.

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the unreimbursed balance plus accrued interest to Tenant on demand.

28. Compliance with Law.

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all

laws, orders, ordinances and other public requirements now or hereafter affecting the
Leased Premises.

29. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the
subject matter hereof. This Agreement may be modified only by a further writing that is
duly executed by both parties.

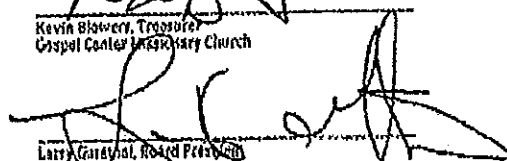
30. Governing Law.

This Agreement shall be governed, construed and interpreted by, through and under the
Laws of the State of Indiana.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first
above written.


Mike Meyer, Chairman
Church Board
Gospel Center Missionary Church


Kevin Blowers, Treasurer
Gospel Center Missionary Church


Larry Cardinal, Board President
The Crossing of St. Joseph County
2930 S Nappanee St
Elkhart IN 46517

Addendum A

Building Rules

1. **Snow Removal Sidewalks-** The tenant shall be responsible for the snow removal and salt of the sidewalks.
2. **Snow Removal Parking Lot-** Gospel Center plows a portion of the lot as needed but especially on Wednesdays and Saturdays when necessary. Any snow removal beyond that is the responsibility of the tenant. Gospel Center requires all snow removal ordered from its designated plowing service provider. Agents and employees may be asked to move their vehicles to accommodate the service provider during business hours.
3. **Maintenance and cleaning including cleaning supplies and equipment (sweepers, mops, brooms, etc.)-** The responsibility of the tenant.
4. **Gym Usage-** Gospel Center requires a quarterly gym schedule. Gospel Center will make every effort to accommodate the tenant with the understanding that other activities performed by Gospel Center may take precedence over the tenant's use.
5. **Thermostat in classroom area-** The tenant to set thermostat at a reasonable temperature as deemed by Gospel Center during the day and at the end of the evening and on weekends please set heat at 65 degrees and A/C at 72 degrees.
6. **Furniture and Office equipment-** The responsibility of the tenant.
7. **Building Security-** Responsibility of the tenant. Area alarm system must be secured and disarmed in accordance with Gospel Center Missionary Church management guidelines. Unlocking and locking entrance and interior exit door are the responsibility of the tenant. *False alarm fees are the responsibility of the tenant.*
8. **Building Access-** All staff and students are asked to enter via the Door 10 during school hours.
9. **Trash Removal-** All collected trash items must be bagged and placed inside the dumpster located next to the garage. Any large items not suitable for the dumpster will need to be hauled away at the expense of the tenant.
10. **Fire Inspector-** Code enforcement compliance is the responsibility of the tenant.
11. **Telephone and Internet Service-** This is the responsibility of the tenant.
12. **Locks-** If any of the door locks are replaced, Gospel Center management requires copies of the appropriate keys.

ATTACHMENT 20
Additional Facility Information

None

ATTACHMENT 21
Start-Up Plan

	Task
1	Pray over the land
2	Meet with key community leaders
3	Meet with the mayor
4	Develop community by sharing story with indiv and groups - create Ground Swell
5	Find key leaders who are connected to kids & can identify those who are displaced (dropouts). Police, probation, YMCA, Boys Club, pastors, Rotary, etc
6	Begin identifying potential board members as you meet with key leaders.
7	Work the media, radio talk shows, newspaper articles, media releases, etc. (Market)
	Distribute packets of brochures with intent to enroll cards.
8	Meet with school central office administration and board members.
9	Draft a contract and negotiate the details.
10	Find a facility - 3,000 + square feet and negotiate rent. Preferably less than \$2,500 per month.
11	Local board signs lease agreement.
12	Host initial board orientation
14	Hire staff and select a Campus Coordinator
15	Direct staff to meet with parents & students in their neighborhoods
16	Set up facility including any building modifications and mounting tables
17	Staff Training
18	Install computers & technology
19	Secure list of dropouts from public school & send invite to families to attend town hall meetings
20	Host "Town Hall" meetings for potential students and parents. May offer several in the community
21	Media release & ribbon cutting for new school
22	Join the local Chamber of Commerce
23	Host Parent/Student orientation
24	Attend local Rotary meetings

25	Send applicants (student) to Superintendent for approval
26	Set schedule for monthly board meetings
27	Recruit local volunteers
28	Recruit local mentors
29	Identify local businesses to take interns
30	Establish a budget for the board
31	Establish legal affiliate for board
32	Set meeting for business manager to meet with board treasure
33	Assign a school specialist to work with staff in opening school
34	Secure donated furniture for building
35	Purchase supplies

Building Set up checklist

	Task	Nappanee	Mishawaka	Ft. Wayne	Comments
1	Install Countertops				
2	chairs				
3	Computers				
4	Teacher Desks				
5	Couches				
6	TV/DVD player				

Technology Set Up Checklist

	Task	Nappanee	Mishawaka	Ft. Wayne	Comments
1	Computers/Monitors				
2	Server				
3	Internet/phone service				
4	Network				

Supplies Checklist

	Item	Nappanee	Mishawaka	Ft. Wayne	Comments
1	Curriculum binders				
2	Answer keys				
3	Novels				
4	Textbooks				
5	Office Supplies				
6	School Supplies				
7	Crisis Response Binder				
8	First Aid Kit				
9	Camera/Flip Video				
10	Jump Drive (loaded)				
11	Bibles				
12	Teacher Handbook				
13	Ruby Payne Book				
14	Core Values Banner				
15	Mission Banner				

Staff Training Checklist

	Task	Nappanee	Mishawaka	Ft. Wayne	Comments
1	Flickr				
2	Apex				
3	Teacherease				
4	Curriculum				
5	Family Time				
6	Classroom Management				
7	Discipline				
8	Vision/Core Values				
9	Ruby Payne				
10	Teacher Handbook				
11	Leadership				

ATTACHMENT 22

Insurance



CERTIFICATE OF LIABILITY INSURANCE

CROSS24

OP ID: BS

DATE (MM/DD/YYYY)

05/03/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Synergy Insurance Group 13800 Jackson Road Mishawaka, IN 46544-9195 Thomas G. Elchorst	574-258-5555	CONTACT NAME: Claims Department	
	574-258-9177	PHONE (A/C. No. Ext.): 800-333-3371	FAX (A/C. No.): 800-284-9579
		E-MAIL ADDRESS: claims@brotherhoodmutual.com	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A: Brotherhood Mutual Insurance	13528
		INSURER B: Brotherhood Mutual Insurance	13528
		INSURER C: Mutual of Omaha	
		INSURER D:	
		INSURER E:	
		INSURER F:	

INSURED Crossing National Inc
2930 South Nappanee, Suite D
Elkhart, IN 46517-1014

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY		13MPA400868	05/18/12	05/18/13	EACH OCCURRENCE	\$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY					DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR					MED EXP (Any one person)	\$ 5,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 3,000,000
						PRODUCTS - COMP/OP AGG	\$ 1,000,000
							\$
		GEN'L AGGREGATE LIMIT APPLIES PER:					
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						
B	AUTOMOBILE LIABILITY		13APA400809	05/18/12	05/18/13	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO ALLOWED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS				BODILY INJURY (Per person)	\$ 5,000
	<input type="checkbox"/> HIRED AUTOS					BODILY INJURY (Per accident)	\$ 1,000,000
						PROPERTY DAMAGE (Per accident)	\$
							\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB	<input checked="" type="checkbox"/> OCCUR	13MPA400868	05/18/12	05/18/13	EACH OCCURRENCE	\$ 1,000,000
	<input type="checkbox"/> EXCESS LIAB	<input type="checkbox"/> CLAIMS-MADE				AGGREGATE	\$ 1,000,000
	<input type="checkbox"/> DED	<input type="checkbox"/> RETENTION \$					\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY					WC STATU-TORY LIMITS	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N				E.L. EACH ACCIDENT	\$
	If yes, describe under DESCRIPTION OF OPERATIONS below					E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
C	GERBER LIFE		14-070252-0325	07/01/11	07/01/12	STUD.MED 100 DED.	25,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Student Accident Medical Insurance while school is in session and while attending or participating in school sponsored activities on or off campus.

CERTIFICATE HOLDER

CANCELLATION

CROSSIN	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
CROSSING NATIONAL, INC.	AUTHORIZED REPRESENTATIVE

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ATTACHMENT 23
Budget Documentation

Achievement Academy

Pro Forma P&L

Fall of 2013

	Year 1 100	Year 2 150	Year 3 200	Year 4 250	Year 5 250
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Student Count

Receipts (Revenue):

ADM rate of \$6173 per student	617,300	925,950	1,234,600	1,543,250	1,543,250
Special Edu of \$2,400 per student at 20% of population	48,000	72,000	96,000	120,000	120,000
Alternative School Grant	30,000	45,000	60,000	75,000	75,000
Total Receipts	695,300	1,042,950	1,390,600	1,738,250	1,738,250

Expenses:

Ball State Administration fee of 3% of ADM rate	18,519	27,779	37,038	46,298	46,298
Sub-Contractor Cost - Crossing Educational Center	555,570	833,355	1,111,140	1,388,925	1,388,925
Back office costs	49,384	61,730	74,076	86,422	86,422
Special Education costs	3,000	4,500	6,000	7,500	7,500
Total Expenses	626,473	927,364	1,228,254	1,529,145	1,529,145

Net Earnings / Cash Flow

	68,827	115,587	162,346	209,106	209,106
	9.9%	11.1%	11.7%	12.0%	12.0%

Notes:

The ADM rate used is \$6,173 per student

Special Education revenue equates to \$2,400 per student at 20% of the student population

Alternative School Grant - the estimate per student is \$375 and includes 80% of student population

Sub-Contractor Cost consists of 90% of ADM revenue

Back office costs for Year 1 are based on 8% of total ADM. Years 2 through 5 take the base expense of Year 1 and adds the incremental costs of 4% of the additional ADM revenue

Special Education costs are based on \$150 per student and 20% of the school population

The Crossing National, Inc
Balance Sheet
As of June 30, 2012

07/06/2012

	Jun 30, 12	Jun 30, 11
ASSETS		
Current Assets		
Checking/Savings		
105 · PETTY CASH	200.00	0.00
106 · TCU #4658706 National	742,502.60	519,997.43
Total Checking/Savings	742,702.60	519,997.43
Accounts Receivable		
113 · Accounts Receivable	54,298.80	23,690.57
Total Accounts Receivable	54,298.80	23,690.57
Other Current Assets		
120 · Allowance for Doubtful Accounts	-5,095.00	-10,388.00
130 · Due To/Due From Affiliate		
130-S · Due To/Due From St. Joe Region	-7.14	0.00
Total 130 · Due To/Due From Affiliate	-7.14	0.00
1499 · Undeposited Funds	0.00	20.00
Total Other Current Assets	-5,102.14	-10,368.00
Total Current Assets	791,899.26	533,320.00
Fixed Assets		
135 · EQUIPMENT		
135-1 · CEC Technology	67,927.70	39,018.66
135-2 · CEC other	1,225.00	1,225.00
135-3 · ATV Vehicle	9,100.00	3,100.00
135-4 · Equipment-Extreme	11,720.06	0.00
136 · Accumulated Depreciation	-27,820.00	-32,900.00
Total 135 · EQUIPMENT	62,152.76	10,443.66
145 · LEASEHOLD IMPROVEMENTS 500+		
145-2 · Goshen	31,291.66	31,291.66
146 · Accum Depreciation-Leasehold	-31,291.66	-29,145.88
Total 145 · LEASEHOLD IMPROVEMENTS 500+	0.00	2,145.78
150 · Vehicle		
151 · Accumulated Depr - Vehicles	-24,954.00	-1,374.00
150 · Vehicle - Other	77,457.99	38,483.00
Total 150 · Vehicle	52,503.99	37,109.00
Total Fixed Assets	114,656.75	49,698.44
TOTAL ASSETS	906,556.01	583,018.44
LIABILITIES & EQUITY		

	Jun 30, 12	Jun 30, 11
Liabilities		
Current Liabilities		
Accounts Payable		
211 · ACCOUNTS PAYABLE	8,138.56	57,528.96
Total Accounts Payable	8,138.56	57,528.96
Other Current Liabilities		
210 · Payroll Liabilities	0.00	-56,181.33
2200 · DESIGNATED FUNDS		
220-113 · DF Stimulus Funds	0.00	745.66
220-2 · D.F. Benevolence Funds	0.00	2,684.62
224-11 · D.F. Grant-Wal-Mart	0.00	361.29
224-12 · TCU Grant - Leadership	0.00	12,088.24
224-14 · D.F. Grant-Wells Fargo Grant	0.00	6,000.00
224-6 · D.F. Grant - TCU Grant	0.00	1,080.79
Total 2200 · DESIGNATED FUNDS	0.00	22,960.60
2209 · Deferred Revenue-Banquet		
2210-11 · Def Revenue-2010 Banquet	0.00	156,303.50
Total 2209 · Deferred Revenue-Banquet	0.00	156,303.50
2220 · Deferred Tuition	0.00	140,915.00
2261 · Payroll Accrual	45,929.12	39,053.73
240 · Prepaid Tuition	0.00	7,464.00
260 · Prepaid Expenses		
250 · Prepaid Business Insurance	-5,471.45	-1,986.46
260-4 · Prepaid Software	-16,907.30	-63,011.14
260-7 · Prepaid Health Insurance	0.00	-17.26
260-8 · Prepaid Expenses-Misc	-280.00	0.00
260-9 · Prepaid Rent	-600.00	0.00
261 · Prepaid COBRA	0.00	-98.84
Total 260 · Prepaid Expenses	-23,258.75	-65,113.70
Total Other Current Liabilities	22,670.37	245,401.80
Total Current Liabilities	30,808.93	302,930.76
Total Liabilities	30,808.93	302,930.76
Equity		
30000 · Opening Bal Equity	0.00	-6,428.25
3900 · Unrestricted NET Assets	372,352.39	90,654.98
3901 · Temp Restricted NET Assets	31,497.00	0.00
Net Income	471,897.69	195,860.95
Total Equity	875,747.08	280,087.68
TOTAL LIABILITIES & EQUITY	906,556.01	583,018.44

The Crossing National, Inc
YTD Operating Statement by Class
St Joseph Region Schools
August 2011 through June 2012

Ordinary Revenue/Expense

	424N-SB North				424S-SB South				426-Mishawaka MS				428-Xtreme SB			
	YTD	Budget	Variance	YTD	Budget	Variance	YTD	Budget	YTD	Budget	Variance	YTD	Budget	Variance	YTD	Budget
Revenue																
301 - SCHOOL TUITION	63,926.00		63,926.00	364,298.00	453,750.00	(89,452.00)	145,955.00	141,167.00	145,955.00	141,167.00	4,788.00	9,350.00	9,350.00		9,350.00	
3019 - SCHOLARSHIPS	(1,307.00)		(1,307.00)	(252.00)			(1,867.00)					-	-		-	
302 - CONTRIBUTIONS	50.00		50.00	335.00			50.00		50.00			100.00	100.00		100.00	
306 - GRANTS	-		-	-			-		-			-	-		-	
310 - OTHER REVENUE	45.00		45.00	40.00			-		-			-	-		-	
360 - MERCHANDISE SALES	-		-	-			-		-			-	-		-	
Total Revenue	62,714.00	0.00	62,714.00	364,421.00	453,750.00	(89,329.00)	144,138.00	141,167.00	144,138.00	141,167.00	2,971.00	9,450.00	0.00	0.00	9,450.00	
Expense																
600 - PAYROLL	35,258.27		35,258.27	121,135.12	162,765.00	(41,629.88)	90,990.24	107,490.00	90,990.24	107,490.00	(16,499.76)	9,903.39	9,903.39		9,903.39	
605 - CONTRACTED SERVICES	31.36		31.36	1,923.00	687.00	1,236.00	944.00	687.00	944.00	687.00	257.00	-	-		-	
610 - PAYROLL TAXES	2,613.19		2,613.19	8,941.37	16,276.00	(7,334.63)	6,609.40	10,754.00	6,609.40	10,754.00	(4,144.60)	710.34	710.34		710.34	
611 - SUI TAX PAYABLE	-		-	-			-		-			-	-		-	
620 - BENEFITS	3,176.21		3,176.21	9,363.81	16,276.00	(6,912.19)	4,935.27	10,754.00	4,935.27	10,754.00	(5,818.73)	1,597.85	1,597.85		1,597.85	
655 - BAD DEBT EXPENSE	-		-	-			-		-			-	-		-	
695 - FEES/CHARGES	-		-	48.68			46.40		46.40			-	-		-	
800 - STAFF DEVELOPMENT	-		-	98.05			-		-			-	-		-	
820 - VEHICLE / TRAVEL EXPENSE	-		-	-			104.13		104.13			-	-		-	
830 - MEETINGS/CONFERENCES	-		-	-			-		-			-	-		-	
833 - MEALS	-		-	-			-		-			-	-		-	
840 - EVENTS/PROGRAMS	-		-	39.39			311.19		311.19			-	-		-	
841 - INTERNSHIP EXPENSE	-		-	-			-		-			-	-		-	
850 - FACILITY REPAIRS/MAINT	-		-	-			-		-			-	-		-	
855 - FACILITY RENT	-		-	-			-		-			-	-		-	
857 - UTILITIES EXPENSE	-		-	-			-		-			-	-		-	
860 - INSURANCE	-		-	-			-		-			-	-		-	
865 - INTERNET/TELEPHONE	50.13		50.13	-			-		-			-	-		-	
870 - EQUIPMENT/REPAIR	452.53		452.53	6,178.40	6,462.00	(283.60)	3,072.01	4,848.00	3,072.01	4,848.00	(1,775.99)	212.98	212.98		212.98	
880 - SUPPLIES	473.03		473.03	1,737.84	500.00	1,237.84	1,051.28	250.00	1,051.28	250.00	801.28	4,500.00	4,500.00		4,500.00	
885 - PRINTING EXPENSE	-		-	-			-		-			-	-		-	
886 - POSTAGE EXPENSE	-		-	5.59			-		-			-	-		-	
890 - ADVERTISING EXPENSE	-		-	-			-		-			-	-		-	
895 - MERCHANDISE PURCHASES	-		-	-			-		-			-	-		-	
901 - CORPORATE SPREAD	27,287.87		27,287.87	80,693.75	79,548.82	1,144.93	80,693.67	79,548.64	80,693.67	79,548.64	1,145.03	-	-		-	
Total Expense	69,342.59	0.00	69,342.59	230,165.00	282,514.82	(52,349.82)	188,757.59	214,331.64	188,757.59	214,331.64	(25,574.05)	16,995.86	0.00	0.00	16,995.86	
Net Surplus / (Loss)	(6,628.59)	0.00	(6,628.59)	134,256.00	171,235.18	(36,979.18)	(44,619.59)	(73,164.64)	(44,619.59)	(73,164.64)	28,545.05	(7,545.86)	0.00	0.00	(7,545.86)	

The Crossing National, Inc
YTD Operating Statement by Class
St Joseph Region Schools
August 2011 through June 2012

Ordinary Revenue/Expense

	Total St Joe Region			CONSOLIDATED TOTAL		
	YTD	Budget	Variance	YTD	Budget	Variance
Revenue						
301 • SCHOOL TUITION	583,529.00	594,917.00	(11,388.00)	2,394,969.00	2,458,142.00	(63,173.00)
3019 • SCHOLARSHIPS	(3,426.00)	-	(1,307.00)	(57,226.00)	(55,000.00)	(2,226.00)
302 • CONTRIBUTIONS	535.00	-	150.00	743,484.35	295,804.00	447,680.35
306 • GRANTS	-	-	-	86,000.00	-	86,000.00
310 • OTHER REVENUE	85.00	-	45.00	22,840.84	5,500.00	17,340.84
360 • MERCHANDISE SALES	-	-	-	4,743.38	-	4,743.38
Total Revenue	580,723.00	594,917.00	(14,194.00)	3,194,811.57	2,704,446.00	490,365.57

Expense

600 • PAYROLL	257,287.02	270,255.00	(12,967.98)	1,983,649.71	1,900,073.00	83,576.71
605 • CONTRACTED SERVICES	2,898.36	1,374.00	1,524.36	35,453.37	59,632.00	(24,178.63)
610 • PAYROLL TAXES	18,874.30	27,030.00	(8,155.70)	141,833.04	189,894.00	(48,060.96)
611 • SUI TAX PAYABLE	-	-	-	32,049.81	-	32,049.81
620 • BENEFITS	19,073.14	27,030.00	(7,956.86)	133,264.51	189,894.00	(56,629.49)
655 • BAD DEBT EXPENSE	-	-	-	5,524.00	-	5,524.00
695 • FEES/CHARGES	95.08	-	-	11,909.32	11,916.00	(6.68)
800 • STAFF DEVELOPMENT	98.05	-	-	4,324.25	5,000.00	(675.75)
820 • VEHICLE / TRAVEL EXPENSE	104.13	-	-	33,848.91	27,501.00	6,347.91
830 • MEETINGS/CONFERENCES	-	-	-	2,871.62	4,813.00	(1,941.38)
833 • MEALS	-	-	-	1,643.13	-	1,643.13
840 • EVENTS/PROGRAMS	350.58	-	-	74,983.12	81,917.00	(6,933.88)
841 • INTERNSHIP EXPENSE	-	-	-	3,885.10	13,750.00	(9,864.90)
850 • FACILITY REPAIRS/MAINT	-	-	-	132.80	1,445.00	(1,312.20)
855 • FACILITY RENT	-	-	-	61,800.00	61,800.00	-
857 • UTILITIES EXPENSE	-	-	-	1,981.11	2,000.00	(18.89)
860 • INSURANCE	-	-	-	10,390.90	13,156.00	(2,765.10)
865 • INTERNET/TELEPHONE	50.13	-	50.13	11,611.72	8,341.00	3,270.72
870 • EQUIPMENT/REPAIR	9,915.92	11,310.00	(1,394.08)	93,165.76	78,010.00	15,155.76
880 • SUPPLIES	7,762.15	750.00	7,012.15	52,393.39	39,705.00	12,688.39
885 • PRINTING EXPENSE	-	-	-	9,172.91	10,542.00	(1,369.09)
886 • POSTAGE EXPENSE	5.59	-	-	5,519.40	6,875.00	(1,355.60)
890 • ADVERTISING EXPENSE	-	-	-	1,946.93	2,850.00	(903.07)
895 • MERCHANDISE PURCHASES	71.30	-	71.30	9,559.07	2,875.00	6,684.07
901 • CORPORATE SPREAD	188,675.29	159,097.46	29,577.83	-	-	-
Total Expense	505,261.04	496,846.46	8,414.58	2,722,913.88	2,711,989.00	10,924.88

Net Surplus / (Loss)

75,461.96	98,070.54	(22,608.58)	471,897.69	(7,543.00)	479,440.69
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The Crossing National, Inc.
St. Joseph Regional Schools Projected 3-Year Budget
August 1, 2012

<i>Enrollment</i>	<i>250</i>	<i>300</i>	<i>350</i>	<i>Consolidated</i>
	<i>St Joe - Year 1</i>	<i>St Joe - Year 2</i>	<i>St Joe - Year 3</i>	<i>Total</i>
Income				
301 · SCHOOL TUITION	\$ 1,388,925.00	\$ 1,666,710.00	\$ 1,944,495.00	\$ 5,000,130.00
302 · CONTRIBUTIONS	\$ -	\$ -	\$ -	\$ -
310 · OTHER REVENUE	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 1,388,925.00	\$ 1,666,710.00	\$ 1,944,495.00	\$ 5,000,130.00
Expense				
600 · PAYROLL	\$ 476,150.00	\$ 686,294.00	\$ 807,512.00	\$ 1,969,956.00
605 · CONTRACTED SERVICES	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00	\$ 18,000.00
610 · TAX	\$ 47,615.00	\$ 68,630.00	\$ 80,752.00	\$ 196,997.00
620 · BENEFITS	\$ 46,500.00	\$ 65,100.00	\$ 74,400.00	\$ 186,000.00
840 · EVENTS/PROGRAMS	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	\$ 90,000.00
870 · EQUIPMENT/REPAIR	\$ 62,500.00	\$ 75,000.00	\$ 87,500.00	\$ 225,000.00
880 · SUPPLIES	\$ 12,500.00	\$ 15,000.00	\$ 17,500.00	\$ 45,000.00
Corp OH	\$ 160,500.00	\$ 165,500.00	\$ 180,000.00	\$ 506,000.00
School Admin	\$ 210,000.00	\$ 210,000.00	\$ 240,000.00	\$ 660,000.00
Region OH	\$ 345,470.00	\$ 362,497.00	\$ 377,596.00	\$ 1,085,563.00
Total Expense	\$ 1,391,235.00	\$ 1,684,021.00	\$ 1,907,260.00	\$ 4,982,516.00
NET Surplus / (Loss)	\$ (2,310.00)	\$ (17,311.00)	\$ 37,235.00	\$ 17,614.00

Assumptions:

8 : 1 student/teacher ratio		
Tuition per student	\$ 5,555.70	
benefits, annual per staff	\$ 3,100.00	
payroll taxes	10%	
events/programs incl:		
leadership (annual)	\$ 100.00	per student
equipment/repair, licenses	\$ 250.00	per student
supplies incl school, techn (annual)	\$ 50.00	per student
Contracted Svcs - transportation	\$ 20.00	per student

Teaching Staff

Certified Teachers, annual	\$ 31,930.00	\$ 32,888.00	\$ 33,875.00
CL Stipend, annual	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Non-Certified Teachers, annual	\$ 29,870.00	\$ 30,766.00	\$ 31,689.00
Total # Certified Teachers	10	14	16
	\$ 319,300.00	\$ 460,432.00	\$ 542,000.00
Total # Stipends	5	7	8
	\$ 7,500.00	\$ 10,500.00	\$ 12,000.00
Total # Non-Certified Teachers	5	7	8
	\$ 149,350.00	\$ 215,362.00	\$ 253,512.00
Total # Teachers	15	21	24
	\$ 476,150.00	\$ 686,294.00	\$ 807,512.00

Regional Staff

	1st yr	2nd yr	3rd yr
Principal	\$ 75,000.00	\$ 78,000.00	\$ 80,000.00
Special Ed Administrator	\$ 30,000.00	\$ 35,000.00	\$ 40,000.00
Special Ed Teacher	\$ 33,475.00	\$ 34,479.00	\$ 35,513.00
Regional Coord	\$ 25,750.00	\$ 26,522.00	\$ 27,318.00
Social Services	\$ 31,442.00	\$ 32,385.00	\$ 33,356.00
Career Coord	\$ 31,442.00	\$ 32,385.00	\$ 33,356.00
Admin Asst (2)	\$ 51,500.00	\$ 53,044.00	\$ 54,635.00
	\$ 278,609.00	\$ 291,815.00	\$ 304,178.00
Benefits	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Taxes	\$ 27,861.00	\$ 29,182.00	\$ 30,418.00
Internship expense	\$ 5,000.00	\$ 7,500.00	\$ 9,000.00
Events	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Regional Cost	\$ 345,470.00	\$ 362,497.00	\$ 377,596.00

Attachment 24 to Achievement Academy Charter Application: Budget Narrative

2. Present, as Attachment 24, a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

- a. **Per-Pupil Revenue.** Use the figures below in developing your budget assumptions.
- b. **Anticipated Funding Sources.** Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.
- c. Discuss the school/organization's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

a. Per-Pupil Revenue: the starting point is the basic tuition revenue, per IC 20-43-1-8, shown in the Achievement Academy budget as the "ADM rate" of \$6,173 per student. The \$6,173 rate is what is in effect for calendar year 2012 for South Bend Career Academy, which is the same as for South Bend Community School Corporation. This figure is used as an estimate for future years as well. The actual figure may vary, but there is no better basis for an estimate. Based in part on consultation¹ with Melissa Ambre, IDOE Director of Finance, the budget reflects the following assumptions and methods:

- i. The ADM rate for a charter school in its first year of operation is the same as the rate for the public school corporation in which it is located (in this case, the SBCSC rate) (Ambre). That is not the case in a charter school's second and additional years of operation (Ambre), but since the rate for future years is not ascertainable in advance, our projections for future years are based on the same ADM rate.
- ii. The ADM rate that will be in effect for SBCSC for 2013 is not yet known. The ADM rate for the first part of 2013 will probably be known in December of 2012. The ADM rate for the second part of 2013 will be determined by the Indiana legislature in the spring of 2013 (Ambre).
- iii. Until 2011, first semester funding for charter schools was limited to advances under the Common School Loan (CSL) program – no charter school received any tuition revenue until January of the year following the year in which it began operation (Ambre and others).
- iv. In the spring of 2011, the Indiana Legislature enacted Indiana Code 20-24-7.5, providing for first semester tuition equal to one-third of the anticipated tuition for the following year (e.g., SBCA received first semester tuition for the 2011-2012 school year equal to 1/3 of the 2012 SBCSC ADM rate).

¹ Emails from Melissa Ambre, July 30, 2012.

- v. In the spring of 2012, the Indiana Legislature passed P.L. 144-2012, providing that first semester tuition support for charter schools opening in 2012 would be equal to one half (rather than one third) of the anticipated tuition for the following year.
- vi. P.L. 144-2012 did not address what the first semester tuition support would be for charter schools opening in 2013 (or thereafter); that will probably (Ambre) be determined by the Indiana legislature in the spring of 2013.
- vii. The budget is based on the assumption that the standard in effect for 2012 will be continued in 2013, i.e., the Achievement Academy will receive tuition revenue for the first semester of the 2013-2014 school year equal to half of the ADM rate for the following year (which, as stated above, is assumed to be the same as the current rate, \$6,173 per student per year).
- viii. The budget is based on the assumption that tuition revenue will be paid for each school year based on the number of students enrolled in that year. That has not been the case historically: the system has been that a charter school receives ADM revenue for the duration of a calendar year based on its enrollment as of the previous Count Day (second Friday after Labor Day). So, for example, SBCA's tuition revenue for January through December of 2012 is based on enrollment as of September 16, 2011; to the extent that enrollment is higher for 2012-2013 than on 9/16/2011, SBCA will qualify (if at least 15% higher) for a loan from the CSL program for a portion of the ADM rate for the increase in enrollment. This might apply to Achievement Academy for purposes of increases in student enrollment in year 2 compared to year 1, and for growth in future years. The budget disregards the CSL, which for cash flow purposes creates an effect similar to receiving tuition (the CSL repayment is very long term, at a low rate, and payments have repeatedly been deferred by the Indiana legislature). The budget shows tuition revenue based on current enrollment, which is the rational measure of a school's financial feasibility.
- ix. In addition to the ADM Rate, the budget reflects revenue from the State's Special Education Grant, IC 20-43-7, and the Alternative Education Grant, IC 20-20-33. The Special Education revenue is projected at \$2,400 per student for 20% of enrollment, which is roughly equivalent to what SBCA has experience in 2011-2012. The Alternative Education Grant is projected at \$375 per student, which is half of the \$750 maximum established by IC 20-20-33-5. It is assumed (per CEC's experience and advice) that Alternative Education Grant funding is not available for students who qualify for Special Education Grant funding. Accordingly, the budget reflects Special Education funding of \$2,400/year for 20% of enrollment and Alternative Education funding of \$375/year for 80% of enrollment.

- b. **Anticipated Funding Sources:** the budget assumes no funding sources other than the ADM Rate, Special Education revenue and Alternative Education revenue as described above.
- i. While not a “funding source” in a direct fashion, the budget assumes a related form of support: that, as in the past, shelter costs for all CEC sites will be covered by the CEC local affiliate (in this case, The Crossing of St. Joseph Regional, Inc.)
 - ii. Note that The Crossing of St. Joseph Regional, Inc., is the tenant for two of CEC’s existing St. Joseph County sites:
 - 1. Space at SBCA building, 3801 Crescent Circle, SB.
 - 2. Space at Gospel Center Missionary Church, 930 South 30th Street, South Bend.
 - iii. The third St. Joseph County site, at Southgate Church, 3717 South Michigan Street, South Bend, is leased under an agreement providing for zero rent.
 - iv. The “free shelter cost” assumption is not speculative; it is based on consistent experience over many years.
- c. **Contingency Plan:** While not shown in the budget, CASB as well as The Crossing has received substantial financial support from Larry Garatoni and the Garatoni Family Foundation, which is the “contingency plan” to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. **Contingency Plan For Year 1:** See the preceding subsection. The question is stated as “in the event that revenue projections are not met in advance of opening,” but the budget does not assume that revenue will be received before opening. Since this proposal is for transfer of control of existing operations, no such funding is required.

ATTACHMENT 25
Operator Portfolio

Freeway School Petition
Table of Contents
Crossing Educational Center
Elkhart, Indiana

- I. Identification of the school**
- II. Demographic Data**
- III. Statutes and Rules to be suspended**
- IV. Minimum Educational Benefits**
- V. Privileges Granted**
- VI. Benchmarks for Educational Benefit Attainment**
- VII. Curriculum Strategies to address: Character Education:
Hygiene; Alcohol and Drugs; Diseases Transmitted Sexually;
Honesty; Respect and Abstinence and Restraint**
- VIII. Quantitative measures which will be used to determine that the
terms of this contract are being carried out.**
- IX. Teacher/Administrator Credentials**
- X. Professional Staff Development and Technology Plan**
- XI. Student Qualifications for earning an Academic Honors Diploma**
- XII. Safe and Disciplined Learning Environment Plan**
- XIII. Commitment to Indiana's Required 180 Instructional Days for
Students**
- XIV. Ability to Produce and Submit Electronic Required State Reports**

I. Identification of the School

The following is a renewal petition through the Freeway School program.

Crossing Educational Center (CEC) is a private alternative school in Elkhart, Indiana, established in 2003 by Rob Staley, former public school principal for 20 years. The school focuses on four core areas including Academics, Character Development, Leadership, and Careers. CEC's primary strategy of motivating students is through developing meaningful relationships during the school day and after school hours.

CEC has contracted with 13 school corporations who choose to pay for their students to attend school at the Crossing. CEC was created for the sole purpose of providing support to public schools through a true partnership with the school community. A local board is established by community members to ensure that the school continues to function as a small learning community.

The Department of Education recognizes CEC as one corporate school (B009), located in Elkhart, Indiana with eight other satellite campuses located in the following communities: South Bend, Goshen, Ligonier, Butler, New Haven, Pierceton, Frankfort, and Kokomo. CEC is under the direction of the board of directors of The Crossing National, Inc. The board of directors serves as the governing body for school accountability, budget, and operations.

The school's commitment to excellence and its desire for self-improvement and accountability, make Indiana state accreditation very desirable. The Freeway School program will continue to enhance the efforts of CEC in improving the quality of education while retaining the high standards of state accreditation. The Crossing National board of directors considers school accountability very important and has created an ongoing school performance team made up of local administrators, teachers, parents, business leaders, students, and Crossing staff. CEC is also seeking additional accreditation via AdvancEd/NCA.

II. Demographic Data

Each year CEC services approximately 400 at-risk students in grades six through twelve. Most students have struggled academically, socially, behaviorally, and even physically due to a long-term ailment. Several students enrolling at CEC have been expelled from a public high school for various reasons or have dropped out of the public school. Parents send their children to CEC for academic achievement through a unique holistic school model, focusing on tending to the needs of students and families and providing strong academic support through a 1 to 6 staff to student ratio.

Students are expected to meet state guidelines in earning a Core 40 diploma with a small percentage opting for a general or Academic Honors diploma. Some students also take additional elective courses in their district public school which may include band, choir, foreign language, and other elective courses. It is not unusual for a

student to attend CEC for a half day and then return to their public high school for the remainder of the day.

Students attend school three hours daily and then are encouraged to spend their second part of the instructional day participating in internships, work study, career centers, dual credit classes at local community colleges, etc. Many students complete the year with a certification in a vocational skill area. Local communities have been very supportive in providing work opportunities; a recent example includes the President of Keystone RV (the largest RV travel trailer distributor in the world) offering career-related jobs to students who qualify.

Technology is an integral part of the educational process including the use of Apex Learning software program for most of the subjects. About 70% of the curriculum is taught using Apex Learning and 30% is taught through direct instruction by certified teachers. The use of Apex Learning software as a major source of the curriculum is a strong component of the school (See Addendum A - APEX).

CEC employs state-certified and non-certified staff members with professional degrees who have had experience working with struggling students, including those with disabilities. Students are provided with individual and small group instruction to enhance personal accountability to assist them in their academic program. The staff works closely with the faculty from the public school districts in the classification of students and implementation of individualized educational programs (IEP's).

Each school employs three to four staff members with one teacher serving as the building administrator. There are also three administrators who provide administrative oversight in the three different geographic regions in northern Indiana.

CEC's corporate office moved from Goshen and is currently located in Elkhart in an office complex with 7,000 square feet. This includes three computer lab classrooms, one fitness center, and one multi-purpose room used for elective class offerings, Family Time, and events. Although CEC does not have a gym, there is a partnership with local organizations to use their gym facilities. Local musicians also provide the use of their facilities when necessary.

III. Statutes and Rules to be Suspended

CEC is requesting the following rules be suspended:

1. Specifies High School Curriculum – Electives Only (511 IAC 6.1-3-4)
2. Specifies Middle Level Curriculum – Electives Only (511 IAC 6.1-5-3.5)
3. Textbooks (511 IAC 6.1-5-5) and Textbook Adoption Process (IC 20-10.1-9)

1. Specifies High School Curriculum (511 IAC 6.1-3-4)

CEC offers all courses required by the state of Indiana in sixth through twelfth grades. The curriculum is carefully aligned with the Indiana Academic Standards in each course. The curricular objectives as specified in IC 20-10.1-4-6 and IC 20-10.1-4-7 are being met through our Family Time component and other classroom venues. Furthermore, these topics are frequently discussed in other Family and Consumer Science classes, Seven Habits of Highly Effective Teens (which all students are required to take prior to graduation), and other coursework.

CEC applauds the setting of high standards in curriculum. A yearly updating of curriculum is facilitated by a community educational assessment team based on learning needs of students and data from standardized testing. Students are given an individual learning plan upon enrollment, and much of the instruction is structured to meet the students' learning abilities.

Even though the students entering CEC have not been successful in a traditional school, CEC is committed to establishing high standards to prepare students to deal with life after high school, often exceeding curricular standards set forth in the statutes. These high standards are what make CEC so attractive to the families who are sending their students to the school. High standards at CEC include:

1. Computer skills for all students through frequent use of technology while engaging in the web-based software.
2. Participation in a vocational program, work-study program, internship, or dual credit opportunities to apply classroom knowledge in other settings
3. Additional courses required beyond those imposed by the state. Students graduating from CEC will be equipped with job skills and/or prepared for college. Curriculum for all diploma types is offered according to state guidelines.

The Crossing is requesting the high school curriculum rules be suspended due to the inability to offer all the suggested elective courses. It is clearly understood that students will need 40 credits for graduation which includes elective courses.

2. Specifies Middle Level Curriculum (511 IAC 6.1-5-3.5)

The same rationale for the high school curriculum rules be suspended also applies to the middle school curriculum. The Crossing is requesting the middle school curriculum rules be suspended due to the inability to offer all the suggested elective courses.

3. Textbooks and Textbook Adoption Process (511 IAC 6.1-5-5)

CEC uses traditional textbooks as a resource to an extensive curriculum software program called APEX Learning (See Addendum A). For the last several years, CEC has utilized the Plato software but after an extensive analysis of web-based curriculums, it has been determined that APEX Learning best aligns with the Indiana Academic Standards and provides a more rigorous curriculum for students. Approximately 70% of instructional time is spent working on the computer software, and the rest of the instructional session is spent working in small groups and independently. With a teacher to student ratio of one to six, teachers tutor students individually while working on the computer and also facilitate small group instruction. Due to the use of a comprehensive software program, state adopted textbooks are used as a resource.

CEC is committed to staying abreast of educational enhancements that will assist in the school's mission. With students enrolling with a variety of ability levels, texts will be purchased on an ongoing basis to meet specific learning needs.

Because the web-based curriculum is strategically aligned with the Indiana Academic Standards, CEC is requesting the suspension of the rules for textbooks and textbook adoption process.

Believing that CEC satisfies the spirit of the statutes, we ask that the above-mentioned statutes be waived.

III. Minimum Educational Benefits

CEC is committed to academic excellence. From its mission, to its goals, to its educational philosophy, to its hiring of personnel, CEC is committed to academic excellence. Academic excellence entails providing a varied and relevant curriculum to students at every cognitive ability. CEC provides a nurturing learning environment for students with special needs. Most students come to CEC with a behavioral or learning problem. With the structure of assisting students independently on a self-paced schedule, it is an easy adaptation to meet individual learning needs. The entire structure of the school is laid out in this fashion.

CEC utilizes a variety of assessments in determining academic progress and success. Students are required to take ISTEP+, GQE, and/or ECA as mandated by the Indiana Department of Education, which allows them to be compared to other students in the state of Indiana. Most students enrolling at CEC from area schools have not been successful in passing the ISTEP+ GQE, however, CEC statistics reflect that if a student remains in school, 93% pass ISTEP+ prior to graduation. Students are also assessed three times during the school year using NWEA. This data is used to meet individual needs, adjust curriculum and instruction, and to measure growth. Student success on such assessments can be attributed to the individual attention given by the teachers and the use of PLATO and now APEX Learning software which assesses students' skill levels and allows them to progress at their own pace. Students are expected to earn 80% mastery on each lesson.

Juniors and seniors also have available to them the college SAT and ACT entrance exams at local testing sites. Many students only spend a short period of time at CEC and, therefore, participate in taking additional standardized tests at their home school district.

All of these standardized tests give the school a degree of objectivity in measuring academic success. These assessments can be used as a measure of school achievement.

Also included in this pursuit of academic excellence is intensive instruction on character development. Thirty minutes of daily Family Time is a venue for teaching character development, including core values of relationships, empowerment, love, integrity and truth. Teachers are hired to exemplify the dual roles of academic pursuit and spiritual zeal, embody the ideals of CEC, and serve as role models. CEC promotes the home, the church, and the school working together on a united front to produce students who will make a positive difference in their communities.

Students' accountability for their performance is very high. With a low teacher to student ratio, student work is monitored daily through teacher observation and reports from APEX Learning software. This mark of excellence is embodied in the strategic planning process where strengths and weaknesses of CEC are routinely reviewed and identified for self-improvement. Part of the process is regular feedback from our school families, as well as faculty. Surveys of varying kinds are used to gauge the effectiveness of programs, leadership, and the like. This information is used as one means by which CEC measures its effectiveness. An ongoing program evaluation process is implemented to ensure quality in each program and to integrate the most recent research on program effectiveness.

The above-mentioned venues for school improvement should make one aware that CEC desires to meet or exceed the standards of excellence for secondary institutions. The CEC administration and board of directors believe that the school meets or exceeds the standards as set forth by the state of Indiana and desire to be granted state accreditation through the Freeway Program.

IV. Privileges Granted

The privileges to be granted as a result of this contract are:

1. The freedom at CEC to continue to provide excellent education to at-risk students in grades six through twelve.
2. The freedom to make decisions driven by the school's mission and philosophy.
3. The privilege to have the responsibility to work with community, parents, and students who share our educational philosophy.

4. The privilege to provide an excellent education that is practical and prepares students for a balanced life by focusing on four pillars including academics, character, leadership and careers.
5. The privilege to have CEC measured by standards set by the State Board of Education. Although this will prove to be a great challenge since most of the CEC students have already failed in a traditional school setting, the challenge is welcomed and considered a privilege to be measured by the high standards as denoted in the statutes.

V. Benchmarks for Educational Benefit Attainment

CEC will determine the educational benefits are being attained using the following benchmarks:

NWEA: Students are assessed three times throughout the school year to determine a RIT score. The RIT scores are used to determine: student growth in the areas of mathematics, reading and language usage, and strengths and weaknesses in the corporation's curriculum and instruction.

Dual Credit: Students will be given multiple opportunities to participate in dual credit courses. Partnerships will continue to be formed with Ivy Tech, Vincennes, and other local colleges and universities.

ECA: Of the students who start and finish one full year of a course (i.e.: English 10 A and B) at CEC, 25% will pass the ECA in that course.

Vocational Training: Students have the opportunity to participate in vocational training. Opportunities may include but not be limited to: internships, work study, and training for certification in more than 40 career areas.

Attendance: Attendance has been a large barrier to education for many CEC students. Students will maintain an 85% attendance rate.

Credits Earned: Due to poor attendance, lack of interest, or academic deficiencies, many students earned very few credits prior to coming to CEC. Students will earn a minimum of eight credits per year.

National Alternative Education Association Exemplary Practices: An educational committee comprised of board members, staff, parents, students, and community members will monitor and assess the school's progress in Exemplary Practices in Alternative Education: Indicators of Quality Programming.

Surveys: Parents, students, and staff will be surveyed regarding factors relating to lack of success in school. It is expected that students will continue to decrease in risk factors while increasing in positive behaviors. Parent conferences and quarterly family dinners are other methods of gaining information.

VI. Curriculum Strategies to Address: Character Education; Hygiene; Alcohol and Drugs; Diseases Transmitted Sexually; Honesty; Respect and Abstinence; and Restraint

As has been mentioned throughout this report, CEC is driven by its mission to impact the lives of at-risk students. The very nature of CEC is to teach the foundation of morality through a comprehensive character development curriculum. Inherent in our ideals and our goals is to train children in such a way that they will accept personal responsibility, demonstrate a love of country, and to live responsibly to serve others. This character education takes place in Family Time. This program deals with topics, among other things, such as personal and social responsibility and character development. Family Time focuses on CEC's Core Values: Relationships, Empowerment, Love, Integrity, and Truth.

Just as important as Family Time are teachers who understand and exemplify the mission of the school. It becomes quite natural for a teacher to bring character development and personal responsibility into each and every class taught, including but not limited to health classes where issues related to drugs, alcohol, and narcotics are taught.

The character education and personal responsibility does not end with Family Time and health classes. The school also has many different programs, which implicitly or explicitly teach character development. These include:

- Service projects where students have the opportunity to make a difference by serving those less fortunate in the community.
- All students participating in Stephen Covey's *Seven Habits of Highly Effective Teens*.
- All secondary students experience small discussion groups where teachers and students enter into dialogue about current events and our students' response to them.

Many parents choose to send their students to CEC because of the individual attention and strong character education offered. After six years of service, parents have praised this institution for the changes they have seen in their child's character and behavior. Teachers consider their relationships with students a very high priority and, through relationships, students are motivated to perform. Some students gain hope for their future that has often been lost due to their poor school performance or lack of academic success. When the home, church, and school are in agreement, the school has a greater opportunity to lay a foundation that will not be quickly broken. This is a privilege and an incredible opportunity to impact children in a great way. Character development is certainly at the forefront of teaching at CEC.

VIII. Quantitative Measures Which Will Be Used to Determine that the Terms of This Contract are Being Carried Out.

- A. NWEA – 75% of students will show RIT score growth in at least one area.
- B. 50% of students will participate in dual credit courses.
- C. 25% of students will meet state standards on ECA evaluations.
- D. 50% of students will participate in vocational training programs.
- E. Students will maintain an average of 85% attendance throughout the year.
- F. Students will earn an average of 8 credits per year.

IX. Teacher/Administrator Credentials (See Addendum B - Staffing)

Certified Administrators with current teaching licenses	2
Certified Teachers	18
Non-Certified Degreed Areas	16
Bible, Ministry	7
Counseling, psychology, sociology	3
Intercultural Studies	1
Social Work	1
English and/or Communication	2
Organizational Leadership & Supervision	1
Administrative Assistant	1

X. Professional Staff Development and Technology Plan

A mark of an excellent school is the professional caliber of its staff. Professional development is a priority at CEC with our faculty members having advanced degrees and participating in ongoing staff development programs. All staff members are required to participate in professional development eleven days a year. The CEC staff is committed to excellence in professional development, whether it is in the form of continuing education of the faculty, professional in-service programs in the school, or attending professional workshops.

CEC functions as a data-driven organization making staff development and training decisions based on data gathered on student performance. Recent data has reflected a need to facilitate a comprehensive 10 days of training in the following areas:

- A. Teaching with Poverty in Mind: Teachers will continue to grow in understanding of expectations and behaviors related to poverty allowing for the growth of relationships with family, communities, and students. Ruby Payne and other experts will be used as a resource for growing in knowledge of this area.
- B. Reading Instruction: Recognizing that in some satellite campuses more than 80% of the students read below grade level, reading instruction is key to assisting our students in becoming successful members of society.
- C. Integrating Technology as an integral part of education. Students use APEX Learning computer software for about 70% of their instructional material. In addition to educational materials, students are encouraged to check school-related email during a designated time during the school day. Teaching students responsible use of technology is key to the success of students.

XI. Student Qualifications for Earning an Academic Honors Diploma

CEC currently offers a curriculum for those students seeking a Core 40 diploma. Although some students may take additional elective offerings at their district public school, CEC is not fully equipped for all students to earn an Academic Honors Diploma. As improvements are made yearly, it is a goal to have students earn an Academic Honors Diploma by the end of the 2010-11 school year.

XII. Safe and Disciplined Learning Environment Plan

As a private school, CEC enjoys many privileges that are not common for America's public schools including enrollment criteria. Students may enroll if they have spent time incarcerated, expelled from a public school, charged with a crime, or involved in gang activity. CEC is a second-chance program with a mission to impact the lives of those who may someday be a burden to society. Due to focusing on strong personal relationships with students, accommodations are made based on student strengths and weaknesses to assist them in becoming productive citizens. Free counseling is provided for students and parents through evening support groups. Students are expected to abide by a set of standards, and flexibility is essential in dealing with them on an individual basis.

The school recognizes that in order for a disciplined learning environment to take place, there needs to be a plan to ensure students' safety and an environment conducive to learning.

It should be noted that the school takes great efforts to produce an environment where home and school work together to produce the optimal learning environment. Parents are regularly informed of policies, processes, and current events. This dialogue and conversation takes many forms, including email updates, quarterly newsletters, and parent conferences.

Specific plans and practices have been created, implemented, and practiced. CEC has taken every measure in ensuring a safe, healthy, and positive environment for students and staff. They include, but are not limited to:

- Development and application of a school-wide discipline plan which is communicated to staff, students, and parents.
- Procedures for school visitors and volunteers.
- Exterior school door is locked during the school day limiting visitor's entrance through the main entrance of the school.
- The posting and adoption of OSHA standards and other safety rules.
- Communication devices for instant communication with staff and/or students via phones throughout the building.
- Development of policies and safety procedures and practice schedule for:
 - Fire Drills
 - Tornado Drills
 - Emergency Lockdowns

XIII. Commitment to Indiana's Required 180 Instructional Days for Students

Recognizing the rigorous graduation requirements, it is imperative that students are in school a minimum of 180 days. Throughout the school year, students are given additional opportunities to be in attendance. This may be working in the classroom during one of the scheduled breaks allowing for completion of credits, remediation, or enrichment. Other extended learning opportunities that would exceed the minimum required 180 instructional days would include service trips, weekend PE activities, evening credit recovery, summer school and team building retreats. In the past, some of these activities have included service in Haiti, academics in Israel, hiking the Appalachian Trail, ATV trips to the mountains, overnight kayak trips on the river, and more. As noted by the attached calendar (see Addendum C), all students are scheduled a minimum of 180 required instructional days with many students exceeding the expectation through participating in the above activities during the balanced calendar breaks.

XIV. Ability to Produce and Submit Electronic Required State Reports

As this is a renewal request for accreditation, CEC has already been submitting all required state reports electronically. Through use of a student management system and a staff member whose focus is on report requirements, CEC will be able to continue this practice.

CROSSING EDUCATIONAL CENTER - 2011-12 SCHOOL YEAR

All CEC Campuses

All CEC Campuses - Academics Area	All CEC Students
# Students Served	785
Free and Reduced	619 (79%)
Attendance Rate	86%
Retention	629 (82.4%)
Credits Earned at 80% Mastery	2685
Graduates	51
Spring NWEA % Nat'l Norms - Math	35%
Spring NWEA % Nat'l Norms - Reading	45%
Spring NWEA % Nat'l Norms - Lang Use	47%
% 3+ point growth - Math	52%
% 3+ point growth - Reading	49%
% 3+ point growth - Lang Use	55%

All CEC Campuses - Careers Area	All CEC Students
Apprenticeship Certifications	7
Internships	49
Dual Credit	3

Mishawaka Middle School - Leadership Area	
Community Svc Hours	4998
# Students Extended Svc Opptys	113
# Students Leadership Academy	69

Character Area	
% Students Character Retreats	16%

Strategies to Improve DATA for the 2012-13 School Year

- 1) Implement a Childcare Program
- 2) Open Another Campus to Address Transportation Issues
- 3) Hire More Licensed Teachers
- 4) Add A Social Worker
- 5) Restructure Curriculum to Add More Pull-Out Classes for Direct Instruction Advantages
- 6) Orientation Program to Foster Relationships and Student "Buy-In" to Address ADM (Quick-Drops)
- 7) Work Study Program

CROSSING EDUCATIONAL CENTER - 2011-12 SCHOOL YEAR

South Bend North

South Bend north - Academics Area	South Bend North Students
# Students Served	51
Free and Reduced	43 (84%)
Attendance Rate	76.00%
Retention	34 (62%)
Credits Earned at 80% Mastery	92
Graduates	(1 Pending)
Spring NWEA % Nat'l Norms - Math	22.7%
Spring NWEA % Nat'l Norms - Reading	40.9%
Spring NWEA % Nat'l Norms - Lang Use	40.0%
% 3+ point growth - Math	57.1%
% 3+ point growth - Reading	58.3%
% 3+ point growth - Lang Use	50.0%

South Bend - Careers Area	South Bend North Students
Apprenticeship Certifications	7
Internships	0
Dual Credit	0

Leadership Area	
Community Svc Hours	97
# Students Extended Svc Opptys	11
# Students Leadership Academy	4

Character Area	
# Students Character Retreats	0%

CROSSING EDUCATIONAL CENTER - 2011-12 SCHOOL YEAR

South Bend South

South Bend South - Academics Area	South Bend South Students
# Students Served	81
Free and Reduced	64 (79%)
Attendance Rate	79.3%
Retention	55 (68%)
Credits Earned at 80% Mastery	148
Graduates	3
Spring NWEA % Nat'l Norms - Math	19.4%
Spring NWEA % Nat'l Norms - Reading	52.9%
Spring NWEA % Nat'l Norms - Lang Use	53.6%
% 3+ point growth - Math	42.9%
% 3+ point growth - Reading	27.3%
% 3+ point growth - Lang Use	70.0%

South Bend - Careers Area	South Bend South Students
Apprenticeship Certifications	0
Internships	5
Dual Credit	0

Leadership Area	
Community Svc Hours	351
# Students Extended Svc Opptys	9
# Students Leadership Academy	7

Character Area	
% Students Character Retreats	19%

ATTACHMENT 26
Performance Evaluations

SEP 07 REC'D



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

September 1, 2010

Mr. Robert Staley
The Crossing Education Center
2930 South Nappanee Street
Elkhart, Indiana 46517

Dear Mr. Staley:

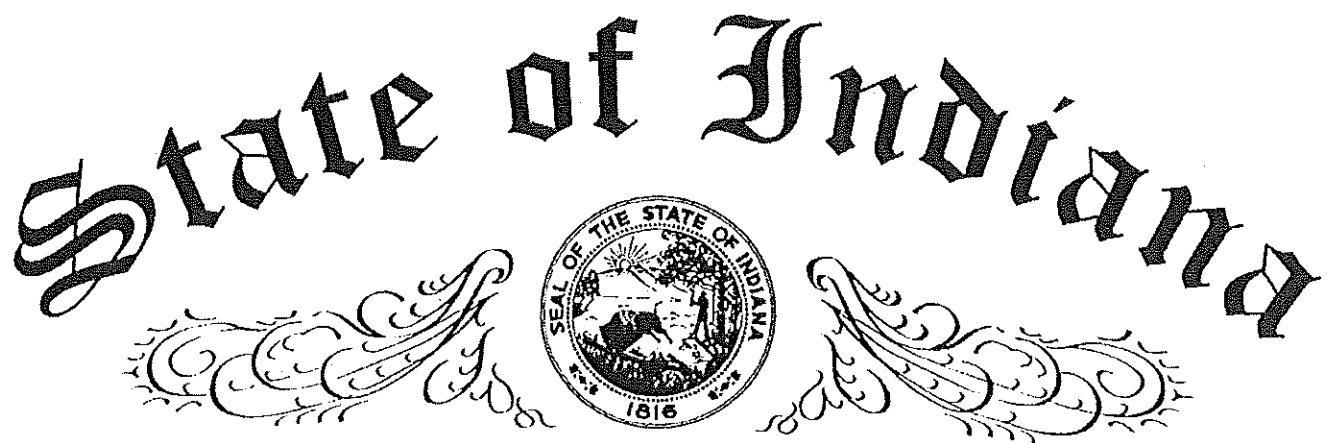
Please be advised that The Crossing Education Center was accorded Freeway status by the Indiana State Board of Education at its September 2010 meeting. Therefore, The Crossing Education Center is considered accredited.

Schools are designated Freeway schools for five years from the original designation or until such designation might be revoked by the State Board of Education. Non-public schools that are designated Freeway schools are accredited by virtue of the Freeway status; this accreditation stands throughout the five-year Freeway designation period and carries all the same rights and privileges of a school accredited under the standard accreditation system.

Enclosed you will find a certificate reflecting your accreditation status, which hopefully you will appreciate and feel free to display with pride in your school.

Sincerely,

Dr. George Frampton
Chief School Certification Officer
Office of School Accreditation and Awards
Indiana Department of Education



State Board of Education
Certificate of Accreditation

In recognition and acknowledgement of satisfactory
compliance with the prescribed standards of the
Indiana State Board of Education

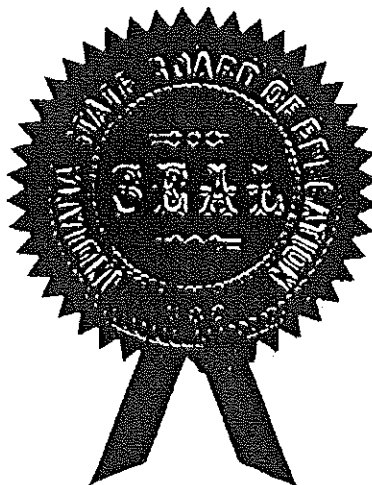
The Crossing Education Center

is hereby accorded Accreditation as a Freeway School.

Furthermore, the Students herein are entitled to all credits
awarded by the institution cited above, as provided through and
guaranteed by the Statutes of this State and the
rules and regulations of this Board.

A handwritten signature in black ink, appearing to read "Tony Bennett", is written over a horizontal line.

Dr. Tony Bennett
Chairman, Indiana State Board of Education



June 30, 2015

Date of Expiration

ATTACHMENT 27
Financial Statements

**The Crossing National, Inc.
And Affiliates**

Consolidated Financial Report
(Reviewed)
7.31.2011

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Independent Accountant's Review Report

To the Board of Directors
The Crossing National, Inc. and Affiliates
Elkhart, Indiana

We have reviewed the accompanying consolidated statements of financial position of **The Crossing National, Inc. and Affiliates** (a non-profit Organization) as of July 31, 2011 and 2010, and the related consolidated statements of activities, and cash flows for the years then ended. A review includes primarily applying analytical procedures to management's financial data and making inquiries of the Organization's management. A review is substantially less in scope than an audit, the objective of which is the expression of an opinion regarding the consolidated financial statements as a whole. Accordingly, we do not express such an opinion.

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the consolidated financial statements.

Our responsibility is to conduct the reviews in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. Those standards require us to perform procedures to obtain limited assurance that there are no material modifications that should be made to the consolidated financial statements. We believe that the results of our procedures provide a reasonable basis for our report.

Based on our reviews, we are not aware of any material modifications that should be made to the accompanying consolidated financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America.

McGladrey & Pullen, LLP

Elkhart, Indiana
October 12, 2011

The Crossing National, Inc. and Affiliates

Consolidated Statements of Financial Position

July 31, 2011 and 2010

See Independent Accountant's Review Report

	2011	2010
ASSETS		
Cash and cash equivalents	\$ 636,527	\$ 418,042
Accounts receivables, net	3,500	11,734
Prepaid expenses	40,273	53,526
Assets held for sale	40,000	-
Property and equipment, at depreciated cost	29,053	88,976
Total assets	\$ 749,353	\$ 572,278
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 14,641	\$ 8,027
Accrued expenses	33,389	24,361
Prepaid tuition	44,239	92,270
Total liabilities	92,269	124,658
Net Assets		
Unrestricted	625,587	414,826
Temporarily restricted	31,497	32,794
Total net assets	657,084	447,620
Total liabilities and net assets	\$ 749,353	\$ 572,278

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

Consolidated Statements of Activities

Years Ended July 31, 2011 and 2010

See Independent Accountant's Review Report

	2011			2010		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenues						
Tuition and fees	\$ 1,809,002	\$ -	\$ 1,809,002	\$ 1,396,987	\$ -	\$ 1,396,987
Financial aid	(90,970)	-	(90,970)	(69,564)	-	(69,564)
Net tuition revenue	1,718,032	-	1,718,032	1,327,423	-	1,327,423
Contributions	668,854	71,489	740,343	512,578	168,339	680,917
Grants	-	-	-	31,800	-	31,800
Auxiliary and miscellaneous	14,722	-	14,722	15,002	-	15,002
Net assets released from purpose restrictions	72,786	(72,786)	-	151,566	(151,566)	-
Total revenues	2,474,394	(1,297)	2,473,097	2,038,369	16,773	2,055,142
Expenses						
Educational programs	1,862,915	-	1,862,915	1,335,669	-	1,335,669
Supporting services:						
Fundraising	163,665	-	163,665	68,179	-	68,179
Administration	216,562	-	216,562	301,160	-	301,160
Impairment on long-lived assets	20,491	-	20,491	-	-	-
Total expenses	2,263,633	-	2,263,633	1,705,008	-	1,705,008
Change in net assets	210,761	(1,297)	209,464	333,361	16,773	350,134
Net assets, beginning	414,826	32,794	447,620	81,465	16,021	97,486
Net assets, ending	\$ 625,587	\$ 31,497	\$ 657,084	\$ 414,826	\$ 32,794	\$ 447,620

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

**Consolidated Statements of Cash Flows
Years Ended July 31, 2011 and 2010
See Independent Accountant's Review Report**

	2011	2010
Cash Flows From Operating Activities		
Change in net assets	\$ 209,464	\$ 350,134
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	13,909	13,481
Impairment on long-lived assets	20,491	-
(Increase) decrease in assets:		
Accounts receivables, net	8,234	(9,788)
Prepaid expenses	13,253	(45,221)
Increase (decrease) in liabilities:		
Accounts payable	6,614	(18,173)
Accrued expenses	9,028	659
Prepaid tuition	(48,031)	(18,328)
Net cash provided by operating activities	232,962	272,764
Cash Flows From Investing Activities		
Purchase of equipment	(14,477)	(51,745)
Net increase in cash and cash equivalents	218,485	221,019
Cash and cash equivalents, beginning	418,042	197,023
Cash and cash equivalents, ending	\$ 636,527	\$ 418,042

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements

See Independent Accountant's Review Report

Note 1. Nature of Organization and Significant Accounting Policies

Nature of organization:

The Crossing National, Inc. ("National") is a not-for-profit organization whose purpose is to transform lives of middle school and high school students through faith-based education and caring relationships. National contracts are with public school corporations across Northern Indiana to provide instructional and faith-based services to students who have not been successful in the traditional school setting. National provides instructors and instructional materials to "Crossing" schools established within a school corporation to serve at-risk students. National is accredited by the Indiana Department of Education and grants course credit to students. National operates "Crossing" shelters covering the Elkhart and Goshen school corporations.

The Crossing of Noble Regional, Inc. ("Noble") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in Noble County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

The Crossing of St. Joseph Regional, Inc. ("St. Joseph") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in St. Joseph County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

The Crossing of East Allen County, Inc. ("East Allen") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in Allen County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

The Crossing of Clinton County, Inc. ("Clinton") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in Clinton County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

The Crossing of Kokomo, Inc. ("Kokomo") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in Howard County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

Significant accounting policies:

Principles of consolidation:

The consolidated financial statements include the accounts of National and its affiliates, Noble, St. Joseph, East Allen, Clinton, and Kokomo (collectively "the Organization"). Noble, St. Joseph, East Allen, Clinton, and Kokomo's boards of directors are appointed by National's board of directors. All significant intercompany balances and transactions have been eliminated in the consolidation.

Basis of presentation:

The Organization has presented its assets and liabilities in an unclassified manner, but in order of liquidity.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements

See Independent Accountant's Review Report

Classification and reporting of net assets:

The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. A description of the unrestricted, temporarily and permanently restricted net asset classes follows:

- Unrestricted net assets represent the portion of net assets of the Organization that is neither permanently restricted nor temporarily restricted by donor-imposed stipulations. Unrestricted net assets include expendable funds available for the support of the Organization.
- Temporarily restricted net assets represent contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Organization pursuant to those stipulations.
- Permanently restricted net assets represent contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization. The Organization does not have permanently restricted net assets as of July 31, 2011 and 2010.

Cash:

The Organization has cash on deposit in a credit union, which, at times, may exceed the limits of coverage provided by the National Credit Union Administration.

Accounts receivable:

The Organization's accounts receivable consist primarily of amounts due from students for tuition and state or local agencies for billings related to services performed. Management periodically reviews the accounts receivable aging and writes off any accounts that appear to be uncollectible. Management determines the allowance for doubtful accounts by identifying troubled accounts over 90 days. The allowance for doubtful accounts at July 31, 2011 and 2010 was \$5,000 and zero respectively.

Property and equipment:

Property and equipment are stated at cost, or for donations, at fair value at the date of the donation, and include expenditures for new additions and repairs which substantially increase the useful lives of existing property and equipment. Normal repairs and maintenance are recorded as operating expenditures. When properties are retired or otherwise disposed of, the related cost and accumulated depreciation are removed from the respective accounts and any gain or loss on disposition is credited to or charged against operations for the period.

Depreciation of property and equipment is computed by the straight-line method over the following estimated useful lives:

	<u>Years</u>
Building and leasehold improvements	5-20
Equipment	3-7
Vehicles	5

The Crossing National, Inc. and Affiliates

Notes to Financial Statements

See Independent Accountant's Review Report

Long-lived assets:

The Organization reviews its long-lived assets periodically to determine potential impairment by comparing the carrying value of the long-lived assets with the estimated future net undiscounted cash flows expected to result from the use of the assets, including cash flows from disposition. Should the sum of the expected future net cash flows be less than the carrying value, the Organization would recognize an impairment loss at that date. An impairment loss would be measured by comparing the amount by which the carrying value exceeds the fair value of the long-lived assets. During the year ended July 31, 2011, the Organization recognized an impairment loss on certain building improvements (see Note 2).

Revenue recognition:

Tuition revenue is recognized in the period the billing occurs for related educational services. Fee revenue is recognized as the related educational services are performed. Early receipts for tuition for the subsequent year are recorded as prepaid tuition.

Grant revenue is recognized in the period in which services were performed and billed.

Contributions:

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met. Contributions of assets other than cash, such as materials or services, are recorded at their estimated fair value. No amounts have been reflected in the financial statements for donated materials or services.

Contributions for which donors have imposed restrictions which limit the use of donated assets, are reported as temporarily restricted contributions. When such donor-imposed restrictions are met, temporarily restricted net assets are reclassified to unrestricted net assets and reported as net assets released from restrictions. Contributions of assets which donors have stipulated must be maintained permanently, with only the income earned thereon available for current or other use, are classified as permanently restricted net assets. Contributions for which donors have not stipulated restrictions are reported as unrestricted contributions.

Functional allocation of expenses:

The costs of providing the Organization's program, supporting services, and fundraising expenses have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program, supporting services, and fundraising activities benefited.

Subsequent events:

The Organization has evaluated subsequent events for potential recognition and/or disclosure through October 12, 2011, the date the consolidated financial statements were available to be issued.

Tax status:

The Organization is exempt from income taxes under Code Section 501(c)(3) of the Internal Revenue Code and corresponding state law. Accordingly, no federal or state income taxes have been recorded.

The Organization follows the accounting guidance for uncertainty in income taxes. The standard clarifies the accounting for uncertainty in income taxes by prescribing the recognition threshold a tax position is required to meet before being recognized in the consolidated financial statements. It also provides guidance on derecognition, classification, interest and penalties, accounting for interim periods, disclosure, and transition. Management believes that the Organization has no material uncertainties in income taxes.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements

See Independent Accountant's Review Report

The Organization files returns in the U.S. federal jurisdiction and the state of Indiana. With few exceptions, the Organization is no longer subject to examination for years before 2007.

Use of estimates:

The preparation of the consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Note 2. Impaired Assets Held for Sale

During the year ended July 31, 2011, Noble's board of directors approved the sale of a building it owns after it was determined that substantial costs would need to be incurred to bring it up to code in order to operate it as a school. The building and related improvements had a carrying amount of approximately \$60,500 and were wrote down by approximately \$20,500 to the estimated fair value. The estimated fair value and resulting loss on impairment was based on an evaluation of the real estate market in Noble County for similar properties less the anticipated costs to be incurred with disposal of the asset. This asset is reported on the statement of financial position as assets held for sale.

Note 3. Property and Equipment

The cost of leasehold improvements and equipment and the related accumulated depreciation at July 31, 2011 and 2010 is as follows:

	2011	2010
Building and leasehold improvements	\$ 31,292	\$ 98,056
Equipment	43,344	30,588
Vehicles	38,483	38,483
	<u>113,119</u>	<u>167,127</u>
Less accumulated depreciation	84,066	78,151
	<u>\$ 29,053</u>	<u>\$ 88,976</u>

Note 4. Note Payable – Line of Credit

The Organization has an open \$10,000 line of credit with a credit union, none of which was outstanding at July 31, 2011. Borrowings against the line of credit bear interest at the prime rate, as published in the Wall Street Journal, (3.25% at July 31, 2011) plus 4% and are secured by deposits held with the credit union.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements

See Independent Accountant's Review Report

Note 5. Restrictions On Net Assets

Temporarily restricted net assets for the years ended July 31, 2011 and 2010 are available for the following purposes:

	2011	2010
Leadership	\$ 25,982	\$ 26,000
Location specific programs	2,730	4,946
Benevolence	2,785	1,848
	<u>\$ 31,497</u>	<u>\$ 32,794</u>

Note 6. Operating Leases

The Organization leases classroom and office space with unrelated parties on a month-to-month basis. The leases require minimum monthly rentals totaling approximately \$10,500.

In addition, the Organization leases classroom space with unrelated parties under operating leases requiring monthly rent totaling \$4,800, expiring from June 2012 through July 2012. Total future minimum payments under these operating leases for the year ended July 31, 2012 are approximately \$54,400.

The total rental expense related to these leases included in the statement of activities for the years ended July 31, 2011 and 2010 was \$140,900 and \$98,000 respectively.



**Independent Accountant's Review Report
On The Supplementary Information**

To the Board of Directors
The Crossing National, Inc. and Affiliates
Elkhart, Indiana

Our reviews were made for the purpose of expressing limited assurance that there are no material modifications that should be made to the basic consolidated financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America. The supplementary consolidating information which follows is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the inquiry and analytical procedures applied in the reviews of the basic financial statements, and we did not become aware of any material modifications that should be made to such information.

McGladrey & Pullen, LLP

Elkhart, Indiana
October 12, 2011

The Crossing National, Inc. and Affiliates

Consolidated Statement of Financial Position Information

July 31, 2011

See Independent Accountant's Review Report on the Supplementary Information

STATEMENTS OF FINANCIAL POSITION, BY ORGANIZATION	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	The Crossing of East Allen County	The Crossing of Kokomo County	The Crossing of Clinton County	Eliminations	Consolidated
ASSETS								
Cash and cash equivalents	\$ 404,636	\$ 22,343	\$ 173,987	\$ 252	\$ 2,378	\$ 32,931	\$ -	\$ 636,527
Accounts receivables, net	6,891	-	-	-	-	397	(3,788)	3,500
Prepaid expenses	40,273	-	-	-	-	-	-	40,273
Assets held for sale	-	40,000	-	-	-	-	-	40,000
Leasehold improvements and equipment, at depreciated cost	29,053	-	-	-	-	-	-	29,053
Total assets	\$ 480,853	\$ 62,343	\$ 173,987	\$ 252	\$ 2,378	\$ 33,328	\$ (3,788)	\$ 749,353
LIABILITIES AND NET ASSETS								
Accounts payable	\$ 15,088	\$ 130	\$ 363	\$ 1,596	\$ 1,200	\$ 52	\$ (3,788)	\$ 14,641
Accrued expenses	19,989	-	-	-	13,400	-	-	33,389
Prepaid tuition	44,239	-	-	-	-	-	-	44,239
Total liabilities	79,316	130	363	1,596	14,600	52	(3,788)	92,269
Net Assets (Deficit)								
Unrestricted	370,040	62,213	173,624	(1,344)	(12,222)	33,276	-	625,587
Temporarily restricted	31,497	-	-	-	-	-	-	31,497
Total net assets	401,537	62,213	173,624	(1,344)	(12,222)	33,276	-	657,084
Total liabilities and net assets	\$ 480,853	\$ 62,343	\$ 173,987	\$ 252	\$ 2,378	\$ 33,328	\$ (3,788)	\$ 749,353

The Crossing National, Inc. and Affiliates

Consolidated Statement of Financial Position Information

July 31, 2010

See Independent Accountant's Review Report on the Supplementary Information

STATEMENTS OF FINANCIAL POSITION,
BY ORGANIZATION

	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	Eliminations	Consolidated
ASSETS					
Cash and cash equivalents	\$ 347,207	\$ 21,110	\$ 49,725	\$ -	\$ 418,042
Accounts receivables, net	11,736	-	500	(502)	11,734
Prepaid expenses	53,526	-	-	-	53,526
Leasehold improvements and equipment, at depreciated cost	26,422	62,554	-	-	88,976
Total assets	\$ 438,891	\$ 83,664	\$ 50,225	\$ (502)	\$ 572,278
LIABILITIES AND NET ASSETS					
Liabilities					
Accounts payable	\$ 8,293	\$ 234	\$ 2	\$ (502)	\$ 8,027
Accrued expenses	24,361	-	-	-	24,361
Prepaid tuition	92,270	-	-	-	92,270
Total liabilities	124,924	234	2	(502)	124,658
Net Assets					
Unrestricted	281,173	83,430	50,223	-	414,826
Temporarily restricted	32,794	-	-	-	32,794
Total net assets	313,967	83,430	50,223	-	447,620
Total liabilities and net assets	\$ 438,891	\$ 83,664	\$ 50,225	\$ (502)	\$ 572,278

The Crossing National, Inc. and Affiliates
Consolidated Statement of Activities Information
Year Ended July 31, 2011
See Independent Accountant's Review Report on the Supplementary Information

STATEMENTS OF ACTIVITIES, BY ORGANIZATION	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	The Crossing of Butler, Inc.	The Crossing of Kokomo, Inc.	The Crossing of Clinton County, Inc.	Eliminations	Consolidated
CHANGES IN UNRESTRICTED NET ASSETS								
Revenues								
Tuition and fees	\$ 1,809,002	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,809,002
Financial aid	(90,970)	-	-	-	-	-	-	(90,970)
Net tuition revenue	1,718,032	-	-	-	-	-	-	1,718,032
Contributions	424,246	18,506	135,165	6,177	4,808	84,940	(4,988)	668,854
Grants	-	-	-	-	-	-	-	-
Auxiliary and miscellaneous	13,716	50	936	-	20	-	-	14,722
Net assets released from purpose restrictions	48,086	-	24,700	-	-	-	-	72,786
Total revenues	2,204,080	18,556	160,801	6,177	4,828	84,940	(4,988)	2,474,394
Expenses								
Educational programs	1,734,986	19,282	37,400	7,521	17,050	51,664	(4,988)	1,862,915
Supporting services								
Fundraising	163,665	-	-	-	-	-	-	163,665
Administration	216,562	-	-	-	-	-	-	216,562
Loss on impairment of long-lived assets	-	20,491	-	-	-	-	-	20,491
Total expenses	2,115,213	39,773	37,400	7,521	17,050	51,664	(4,988)	2,263,633
Change in unrestricted net assets	88,867	(21,217)	123,401	(1,344)	(12,222)	33,276	-	210,761
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS								
Contributions	46,789	-	24,700	-	-	-	-	71,489
Net assets released from purpose restrictions	(48,086)	-	(24,700)	-	-	-	-	(72,786)
Change in temporarily restricted net assets	(1,297)	-	-	-	-	-	-	(1,297)
Change in net assets	87,570	(21,217)	123,401	(1,344)	(12,222)	33,276	-	209,464
Net assets, beginning	313,967	83,430	50,223	-	-	-	-	447,620
Net assets, ending	\$ 401,537	\$ 62,213	\$ 173,624	\$ (1,344)	\$ (12,222)	\$ 33,276	\$ -	\$ 657,084

The Crossing National, Inc. and Affiliates

Consolidated Statement of Activities Information

Year Ended July 31, 2010

See Independent Accountant's Review Report on the Supplementary Information

STATEMENTS OF ACTIVITIES, BY ORGANIZATION	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	Eliminations	Consolidated
CHANGES IN UNRESTRICTED NET ASSETS					
Revenues					
Tuition and fees	\$ 1,396,987	\$ -	\$ -	\$ -	\$ 1,396,987
Financial aid	(69,564)	-	-	-	(69,564)
Net tuition revenue	1,327,423	-	-	-	1,327,423
Contributions	458,377	13,011	41,190	-	512,578
Grants	31,800	-	-	-	31,800
Auxiliary and miscellaneous	14,204	314	484	-	15,002
Net assets released from purpose restrictions	118,239	12,715	20,612	-	151,566
Total revenues	1,950,043	26,040	62,286	-	2,038,369
Expenses					
Educational programs	1,266,294	15,024	54,351	-	1,335,669
Supporting services					
Fundraising	68,179	-	-	-	68,179
Administration	301,160	-	-	-	301,160
Total expenses	1,635,633	15,024	54,351	-	1,705,008
Change in unrestricted net assets	314,410	11,016	7,935	-	333,361
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS					
Contributions	135,012	12,715	20,612	-	168,339
Net assets released from purpose restrictions	(118,239)	(12,715)	(20,612)	-	(151,566)
Change in temporarily restricted net assets	16,773	-	-	-	16,773
Change in net assets	331,183	11,016	7,935	-	350,134
Net assets, beginning	(17,216)	72,414	42,288	-	97,486
Net assets, ending	\$ 313,967	\$ 83,430	\$ 50,223	\$ -	\$ 447,620

**The Crossing National, Inc.
And Affiliates**

**Consolidated Financial Report
(Reviewed)
7.31.2010**

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Independent Accountant's Report

To the Board of Directors
The Crossing National, Inc. and Affiliates
Elkhart, Indiana

We have reviewed the accompanying consolidated statement of financial position of **The Crossing National, Inc. and Affiliates** (a non-profit Organization) as of July 31, 2010, and the related consolidated statements of activities, and cash flows for the year then ended, in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. All information included in these financial statements is the representation of the management of **The Crossing National, Inc. and Affiliates**.

A review consists principally of inquiries of Organization personnel and analytical procedures applied to financial data. It is substantially less in scope than an audit in accordance with auditing standards generally accepted in the United States of America, the objective of which is the expression of an opinion regarding the financial statements taken as a whole. Accordingly, we do not express such an opinion.

Based on our review, we are not aware of any material modifications that should be made to the accompanying consolidated financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America.

McGladrey & Pullen, LLP

Elkhart, Indiana
January 14, 2011

The Crossing National, Inc. and Affiliates

Consolidated Statement of Financial Position

July 31, 2010

See Accountant's Review Report

ASSETS

Cash and cash equivalents	\$	418,042
Accounts receivables, net		11,734
Prepaid expenses		53,526
Leasehold improvements and equipment, at depreciated cost		<u>88,976</u>
Total assets	\$	<u>572,278</u>

LIABILITIES AND NET ASSETS

Liabilities

Accounts payable	\$	8,027
Accrued expenses		24,361
Purchase of equipment		<u>92,270</u>
Total liabilities		<u>124,658</u>

Net Assets

Unrestricted		414,826
Temporarily restricted		<u>32,794</u>
Total net assets		<u>447,620</u>
Total liabilities and net assets	\$	<u>572,278</u>

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

Consolidated Statement of Activities

Year Ended July 31, 2010

See Accountant's Review Report

	Unrestricted	Temporarily Restricted	Total
Revenues			
Tuition and fees	\$ 1,396,987	\$ -	\$ 1,396,987
Financial aid	(69,564)	-	(69,564)
Net tuition revenue	1,327,423	-	1,327,423
Contributions	512,578	168,339	680,917
Grants	31,800	-	31,800
Auxiliary and miscellaneous	15,002	-	15,002
Net assets released from purpose restrictions	151,566	(151,566)	-
Total revenues	2,038,369	16,773	2,055,142
Purchase of equipment			
Educational programs	1,335,669	-	1,335,669
Supporting services:			
Fundraising	68,179	-	68,179
Administration	301,160	-	301,160
Total expenses	1,705,008	-	1,705,008
Change in net assets	333,361	16,773	350,134
Net assets, beginning	81,465	16,021	97,486
Net assets, ending	\$ 414,826	\$ 32,794	\$ 447,620

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

Consolidated Statement of Cash Flows

Year Ended July 31, 2010

See Accountant's Review Report

Cash Flows From Operating Activities	
Change in net assets	\$ 350,134
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	13,481
(Increase) in assets:	
Accounts receivables, net	(9,788)
Prepaid expenses	(45,221)
Increase (decrease) in liabilities:	
Accounts payable	(18,173)
Accrued expenses	659
Purchase of equipment	(18,328)
Net cash provided by operating activities	272,764
Cash Flows From Investing Activities	
Purchase of equipment	(51,745)
Net increase in cash and cash equivalents	221,019
Cash and cash equivalents, beginning	197,023
Cash and cash equivalents, ending	<u><u>\$ 418,042</u></u>

See Notes to Financial Statements.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements See Accountant's Review Report

Note 1. Nature of Organization and Significant Accounting Policies

Nature of organization:

The Crossing National, Inc. ("National") is a not-for-profit organization whose purpose is to transform lives of middle school and high school students through faith-based education and caring relationships. National contracts are with public school corporations across Northern Indiana to provide instructional and faith-based services to students who have not been successful in the traditional school setting. National provides instructors and instructional materials to "Crossing" schools established within a school corporation to serve at-risk students. National is accredited by the Indiana Department of Education and grants course credit to students. National operates "Crossing" schools covering the Elkhart and Goshen school corporations.

The Crossing of Noble Regional, Inc. ("Noble") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in Noble County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

The Crossing of St. Joseph Regional, Inc. ("St. Joseph") is a not-for-profit organization whose purpose is to raise funds to cover the cost of maintaining a building to house a "Crossing" school in St. Joseph County, Indiana and cover scholarship costs for private-pay individuals who cannot afford full tuition.

Significant accounting policies:

Principles of consolidation:

The consolidated financial statements include the accounts of National and its affiliates, Noble and St. Joseph (collectively "the Organization"). Noble and St. Joseph's boards of directors are appointed by National's board of directors. All significant intercompany balances and transactions have been eliminated in the consolidation.

Accounting standards codification:

In June 2009, the Financial Accounting Standards Board ("FASB") approved the FASB Accounting Standards Codification ("Codification") as the single source of authoritative nongovernmental GAAP and launched on July 1, 2009. The Codification does not change current U.S. GAAP, but is intended to simplify user access to all authoritative GAAP by providing all the authoritative literature related to a particular topic in one place. All existing accounting standard documents will be superseded and all other accounting literature not included in the Codification will be considered nonauthoritative. The Codification is effective and has been adopted by the Organization as of July 31, 2010. The Codification does not have an impact on the Organization's financial condition or results of operations.

Basis of presentation:

The Organization has presented its assets and liabilities in an unclassified manner, but in order of liquidity.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements See Accountant's Review Report

Classification and reporting of net assets:

The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. A description of the unrestricted, temporarily and permanently restricted net asset classes follows:

- Unrestricted net assets represent the portion of net assets of the Organization that is neither permanently restricted nor temporarily restricted by donor-imposed stipulations. Unrestricted net assets include expendable funds available for the support of the Organization.
- Temporarily restricted net assets represent contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Organization pursuant to those stipulations.
- Permanently restricted net assets represent contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization. The Organization does not have permanently restricted net assets at July 31, 2010.

Cash:

The Organization has cash on deposit in a financial institution, which, at times, may exceed the limits of coverage provided by the National Credit Union Administration.

Accounts receivable:

The Organization's accounts receivable consist primarily of amounts due from students for tuition and state or local agencies for billings related to services performed. Management periodically reviews the accounts receivable aging and writes off any accounts that appear to be uncollectible. Management determines the allowance for doubtful accounts by identifying troubled accounts over 90 days. Management determined that no allowance for doubtful accounts was necessary at July 31, 2010.

Property and equipment:

Property and equipment are stated at cost, or for donations, at fair value at the date of the donation, and include expenditures for new additions and repairs which substantially increase the useful lives of existing property and equipment. Normal repairs and maintenance are recorded as operating expenditures. When properties are retired or otherwise disposed of, the related cost and accumulated depreciation are removed from the respective accounts and any gain or loss on disposition is credited to or charged against operations for the period.

Depreciation of property and equipment is computed by the straight-line method over the following estimated useful lives:

	<u>Years</u>
Leasehold improvements	5-20
Equipment	3-7
Vehicles	5

The Crossing National, Inc. and Affiliates

Notes to Financial Statements See Accountant's Review Report

Valuation of long-lived assets:

GAAP requires that long-lived assets and certain identifiable intangible assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the asset to future undiscounted net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell.

Revenue recognition:

Tuition revenue is recognized in the period the billing occurs for related educational services. Fee revenue is recognized as the related educational services are performed. Early receipts for tuition for the subsequent year are recorded as prepaid tuition.

Grant revenue is recognized in the period in which services were performed and billed.

Contributions:

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met. Contributions of assets other than cash, such as materials or services, are recorded at their estimated fair value. No amounts have been reflected in the financial statements for donated materials or services.

Contributions for which donors have imposed restrictions which limit the use of donated assets, are reported as temporarily restricted contributions. When such donor-imposed restrictions are met, temporarily restricted net assets are reclassified to unrestricted net assets and reported as net assets released from restrictions. Contributions of assets which donors have stipulated must be maintained permanently, with only the income earned thereon available for current or other use, are classified as permanently restricted net assets. Contributions for which donors have not stipulated restrictions are reported as unrestricted contributions.

Functional allocation of expenses:

The costs of providing the Organization's program, supporting services, and fundraising expenses have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program, supporting services, and fundraising activities benefited.

Subsequent events:

The Organization has evaluated subsequent events for potential recognition and/or disclosure through January 14, 2011, the date the financial statements were available to be issued.

Tax status:

The Organization is exempt from income taxes under Code Section 501(c)(3) of the Internal Revenue Code and corresponding state law. Accordingly, no federal or state income taxes have been recorded.

The Organization follows the FASB guidance for uncertainty in income taxes. The standard clarifies the accounting for uncertainty in income taxes by prescribing the recognition threshold a tax position is required to meet before being recognized in the financial statements. It also provides guidance on derecognition, classification, interest and penalties, accounting for interim periods, disclosure, and transition. Management believes that the Organization has no material uncertainties in income taxes.

The Crossing National, Inc. and Affiliates

Notes to Financial Statements
See Accountant's Review Report

Use of estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Note 2. Leasehold Improvements and Equipment

The cost of leasehold improvements and equipment and the related accumulated depreciation at July 31, 2010 is as follows:

Leasehold improvements	\$	98,056
Equipment		30,588
Vehicles		38,483
		<u>167,127</u>
Less accumulated depreciation		<u>78,151</u>
	\$	<u><u>88,976</u></u>

Note 3. Note Payable – Line of Credit

The Organization has an open \$10,000 line of credit with a credit union, none of which was outstanding at July 31, 2010. Borrowings against the line of credit bear interest at the prime rate, as published in the Wall Street Journal, (3.25% at July 31, 2010) plus 4% and are secured by deposits held with the credit union.

Note 4. Restrictions On Net Assets

Temporarily restricted net assets for the year ended July 31, 2010 are available for the following purposes:

Leadership	\$	26,000
Location specific programs		4,946
Benevolence		1,848
	\$	<u><u>32,794</u></u>

Note 5. Operating Leases

The Organization leases classroom and office space with unrelated parties on a month-to-month basis. The leases require minimum monthly rentals of approximately \$10,500. The total rental expense related to these leases included in the statement of activities for the year ended July 31, 2010 was \$98,000.



**Independent Accountant's Report
On The Supplementary Information**

To the Board of Directors
The Crossing National, Inc. and Affiliates
Elkhart, Indiana

Our review was made for the purpose of expressing limited assurance that there are no material modifications that should be made to the basic consolidated financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America. The supplementary consolidating information which follows is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the inquiry and analytical procedures applied in the reviews of the basic financial statements, and we did not become aware of any material modifications that should be made to such information.

McGladrey & Pullen, LLP

Elkhart, Indiana
January 14, 2011

The Crossing National, Inc. and Affiliates

Consolidated Statement of Financial Position Information

July 31, 2010

See Accountant's Report on the Supplementary Information

STATEMENTS OF FINANCIAL POSITION, BY ORGANIZATION	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	Eliminations	Consolidated
ASSETS					
Cash and cash equivalents	\$ 347,207	\$ 21,110	\$ 49,725	\$ -	\$ 418,042
Accounts receivables, net	11,736	-	500	(502)	11,734
Prepaid expenses	53,526	-	-	-	53,526
Leasehold improvements and equipment, at depreciated cost	26,422	62,554	-	-	88,976
Total assets	\$ 438,891	\$ 83,664	\$ 50,225	\$ (502)	\$ 572,278
LIABILITIES AND NET ASSETS					
Purchase of equipment					
Liabilities					
Accounts payable	\$ 8,293	\$ 234	\$ 2	\$ (502)	\$ 8,027
Accrued expenses	24,361	-	-	-	24,361
Prepaid tuition	92,270	-	-	-	92,270
Total liabilities	124,924	234	2	(502)	124,658
Net Assets					
Unrestricted	281,173	83,430	50,223	-	414,826
Temporarily restricted	32,794	-	-	-	32,794
Total net assets	313,967	83,430	50,223	-	447,620
Total liabilities and net assets	\$ 438,891	\$ 83,664	\$ 50,225	\$ (502)	\$ 572,278

The Crossing National, Inc. and Affiliates

Consolidated Statement of Activities Information

Year Ended July 31, 2010

See Accountant's Report on the Supplementary Information

STATEMENTS OF ACTIVITIES, BY ORGANIZATION	The Crossing National, Inc.	The Crossing of Noble Regional, Inc.	The Crossing of St. Joseph Regional, Inc.	Eliminations	Consolidated
CHANGES IN UNRESTRICTED NET ASSETS					
Revenues					
Tuition and fees	\$ 1,396,987	\$ -	\$ -	\$ -	\$ 1,396,987
Financial aid	(69,564)	-	-	-	(69,564)
Net tuition revenue	1,327,423	-	-	-	1,327,423
Contributions	458,377	13,011	41,190	-	512,578
Grants	31,800	-	-	-	31,800
Auxiliary and miscellaneous	14,204	314	484	-	15,002
Net assets released from purpose restrictions	118,239	12,715	20,612	-	151,566
Purchase of equipment					
Total revenues	1,950,043	26,040	62,286	-	2,038,369
Expenses					
Educational programs	1,266,294	15,024	54,351	-	1,335,669
Supporting services					
Fundraising	68,179	-	-	-	68,179
Administration	301,160	-	-	-	301,160
Total expenses	1,635,633	15,024	54,351	-	1,705,008
Change in unrestricted net assets	314,410	11,016	7,935	-	333,361
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS					
Contributions	135,012	12,715	20,612	-	168,339
Net assets released from purpose restrictions	(118,239)	(12,715)	(20,612)	-	(151,566)
Change in temporarily restricted net assets	16,773	-	-	-	16,773
Change in net assets	331,183	11,016	7,935	-	350,134
Net assets, beginning	(17,216)	72,414	42,288	-	97,486
Net assets, ending	\$ 313,967	\$ 83,430	\$ 50,223	\$ -	\$ 447,620

ATTACHMENT 28

Audited Financial Statements

None (see Attachments 10 and 27 for unaudited statements)

ATTACHMENT 29

Litigation or Arbitration Documentation

(None)