

Charter School Application

Ball State University
Office of Charter Schools
2016

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: Robert Rhodes

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Street/ PO Box

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City State Zip

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Email address: jewelrose@fullnet.com Fax**:**

Primary contact for facilities planning: Michael Houtsch

Phone Number: 812-789-3217 **e-mail**: mhoutsch@vinu.edu

Name of team or entity applying: Friends of Otwell Elementary LTD.

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
Mike Houtsch	**Vincennes University** Assoc. Professor Architectural Studies BS Industrial Tech from ISU	Founding Board President Chairman of Building Committee
Robert Rhodes	Retired Air Force Colonel and pilot, Elementary teacher	Founding Board / Vice President – Chairman of Chartering Committee
Michelle Houtsch	Kimball Electronics, Inc., Accounts Payable Clerk	Founding Board / Treasurer
Rose Rhodes	Retired Registered Nurse with 28 year of working experience in Intensive Care Unit, Dialysis Unit, Home Health, and Mental Health. Eight years of retail / 3 store manager	Founding Board / Treasurer / Chairman of Day Care, Summer Programs, and Tutoring Committee
Elizabeth Luff	**Luff Law** – Independent Practice – Specializing in Civil Matters **Kimball Electronics** – Independent Legal Counsel **Kimball International** – Independent Legal Counsel	Founding Board / Chairman of Legal Committee
Emily Willis	**Pike County Library** Specialization – Technology Vincennes University	Founding Board / Secretary Chairman of Publicity and Communications Committee
Chris Hallett	**Masterbrand Cabinets:** Manager Finance and Pricing Administration Masters in Business Administration	Founding Board / Treasurer
Josh Byrd	**Pike County Highway Dept.** Foreman Skills – Construction, Paving, Painting and Equipment Operator	Chairman of the Political Interface Committee
Judy Houtsch		Chairman of Budget and Finance Committee

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?**

☐Yes X No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	n/a			

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

☐Yes X No

If yes, identify the authorizer(s): n/a

Planned submission date(s): n/a

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): n/a

Submission date(s): n/a

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2016	Pike County	K-5	K-5

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (*e.g.*, Arts, College Prep, Dual-Language, etc.), if any:

Project Based

***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?**

X Yes ☐No

If yes, identify the ESP or other partner organization: Indiana Charters LLC

**** If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.***

Proposed Principal/Head of School Information, if known**: Not Known at This Time n/a**

Name of proposed Principal Candidate: NA

Current employment: _____

Daytime phone: _____ Cell phone: _____

Email: _____

The board has received several inquiries, but no definitive decisions have yet been made.

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)	130	140	K-5
Year 2	140	150	K-5
Year 3	150	160	K-5
Year 4	160	160	K-5
Year 5	160	160	K-5
At Capacity (specify year) Year 4	160	160	K-5

The physical capacity of the school is 300; however, we believe the school should grow slowly to no more than 160 students. This size allows a reasonable influx of students from outside of the school's former boundaries, but maintains realistic expectation for its rural location.

Not mentioned in the above school enrollment projection is the addition of a preschool on site planned as a feeder for the elementary school.

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SCHOOL NARRATIVE

School Overview

A) The Proposed Plan:

Pike County is steeped in a unique Indiana history:

Founded on December 21, 1816, Pike County was the first county formed after Indiana became a state. It was formed from Gibson and Perry counties, and was named for Zebulon Pike, famous for his Pike Expedition of 1806 – 1807, exploring the southwest portion of the Louisiana Purchase. Pike commanded the 4th Infantry Regiment at the Battle of Tippecanoe in 1811. He was killed as a brigadier general during the War of 1812 after his men had captured York (now Toronto), Canada. From 1959 to 1963 Vance Hartke and Homer E. Capehart were the U.S. Senators for Indiana, both from Pike County.

"Neither a wise man nor a brave man lies down on the tracks of history to wait for the train of the future to run over him." ~Dwight D. Eisenhower, quoted in Time, 6 Oct 1952

It is the desire of the Friends of Otwell Elementary LTD that Ball State University grant them a charter so that they may maintain their school and educate their youth thus increasing the probability of community stability and future growth as students return to give back.

Like most small farming communities in Indiana, Otwell would seem to fall into the quiet, sleepy town profile with a population just a bit over 400 residents. Quite the contrary, this little town, located in Jefferson Township in Pike County has a robust business directory (see below). There is tremendous support from the residents and the businesses of Otwell to keep their school, as they strive to maintain their strong rural presence.

Otwell IN (Indiana) Business Directory

Ackerman Oil Co DBA Circle A
2141 N State Road 257
Otwell, IN 47564
812-354-6078

Buchta Elmer Heavy Machinery Movers
Otwell, IN 47564
812-354-3131

Buchta Elmer Trucking Inc
Otwell, IN 47564
812-354-6300

D & B Auto
9993 E State Road 56
Otwell, IN 47564
812-354-2322

Dutchtown Homes Inc
1011 N State Road 257
Otwell, IN 47564
812-354-2197

Elmer Buchta Trucking LLC
1665 N State Road 257
Otwell, IN 47564
812-354-1020

Hart Ken Photography
2202 N State Road 257
Otwell, IN 47564
812-354-6692

Hill's Auto & Truck Sales
2573 N State Road 257
Otwell, IN 47564
812-354-2419

Jefferson Township Community Center
2301 N Spring St
Otwell, IN 47564
812-354-2878

Jefferson Township Fire Department
9975 E Jefferson St
Otwell, IN 47564
812-354-3806

Jefferson Township Trustee
6291 E County Road 450 N
Otwell, IN 47564
812-354-2406

Mangin Engineering PC
4004 N County Road 625 E
Otwell, IN 47564
812-354-3524

Myers Heating & Cooling
1011 N County Road 825 E
Otwell, IN 47564
812-354-4273

Otwell Mercantile
2230 N Spring St
Otwell, IN 47564
812-354-9841

Otwell Ruritan Senior Housing Inc
9821 E Jefferson St
Otwell, IN 47564
812-354-9117

Otwell United Methodist Church
10055 E Washington St
Otwell, IN 47564
812-354-2426

Otwell Water Department
2201 N State Road 257
Otwell, IN 47564
812-354-2256

Pike Co Schools
1869 N State Road 257
Otwell, IN 47564
812-354-2600

Ripco LTD
7702 E State Road 356
Otwell, IN 47564
812-354-2496

Royster Clark Inc
10237 E County Road 200 N
Otwell, IN 47564
812-354-2404

St John's Lutheran Church
6483 W 580n
Otwell, IN 47564
812-482-7623

Trenchless Innovation Inc
7814 E County Road 550 N
Otwell, IN 47564
812-354-3670

Tri-County Paving
882 N County Road 800 E
Otwell, IN 47564
812-354-1281

United States Postal Service
2171 N State Road 257
Otwell, IN 47564
800-275-8777

Wehr Welding & Machine Shop
2250 N Spring St
Otwell, IN 47564
812-354-2876

Wehr's Welding Service Inc
2250 N Spring St
Otwell, IN 47564
812-354-2876

Otwell, IN Data & Demographics (As of July 1, 2015)

POPULATION	
Total Population	414
Population in Households	414
Population in Familes	339
Population in Group Qrtrs	0
Population Density[1]	232
Diversity Index[2]	7

HOUSING	
Total Housing Units	238 (100%)
Owner Occupied HU	174 (73.1%)
Renter Occupied HU	35 (14.7%)
Vacant Housing Units	28 (11.8%)
Median Home Value	$128,061
Average Home Value	$144,509

HOUSEHOLDS	
Total Households	210
Average Household Size	1.97
Family Households	144
Average Family Size	2

INCOME	
Median Household Income	$44,010
Average Household Income	$51,939
Per Capita Income	$21,788

The Pike County School Board voted to close Otwell Elementary School on June 8th, 2015. The Corporation was four million dollars in deficit and, with a failed referendum in 2015 (which would have generated 2.3 million annually), further cuts were inevitable. The people of Otwell wanted to see the school board find alternative ways of cutting costs so that schools were not shuttered. They contend that without a school, businesses leave and without businesses, tax dollars are lost, thus perpetuating a downward economic spiral. Additionally, they believe strongly, that this rural school is the hub of the community providing employment, serving as a social, recreational, and a cultural foundation. At a school board meeting Michael Houtsch (then president of Friends of Otwell Elementary LTD.) cited the number of businesses that left Otwell and the neighboring town of Velpen when they lost their respective high schools. Therefore, reinforcing the belief that to maintain a strong vibrant community a strong central gathering point, such as a school, is needed.

When the closure of Otwell Elementary was announced, the people of the town came together and developed Friends of Otwell Elementary LTD, a non-for-profit entity to support the effort to reclaim the school as a charter. It is their intention to not only maintain the small country school, but to assist in helping the greater whole of Pike County. Essentially, their desire is to work together toward a common goal; to fiscally strengthen the county through unique, enterprising efforts such as school choice.

After a study of innovative educational models, discussion with educational leaders, and a visit to many schools, the founding group has decided to embrace a project based model of educating their youth using our Indiana State Standards and the Core Knowledge Sequence. It is their belief that by using resources available to them in the community and creating opportunity for learning to come to life, they will best prepare students educationally, socially, and emotionally at levels that the students will truly internalize and ultimately be able to teach others what they have learned. It is the founding board's belief that their students will continue to gain skills and knowledge in post secondary education and will, in due course, give back to their community.

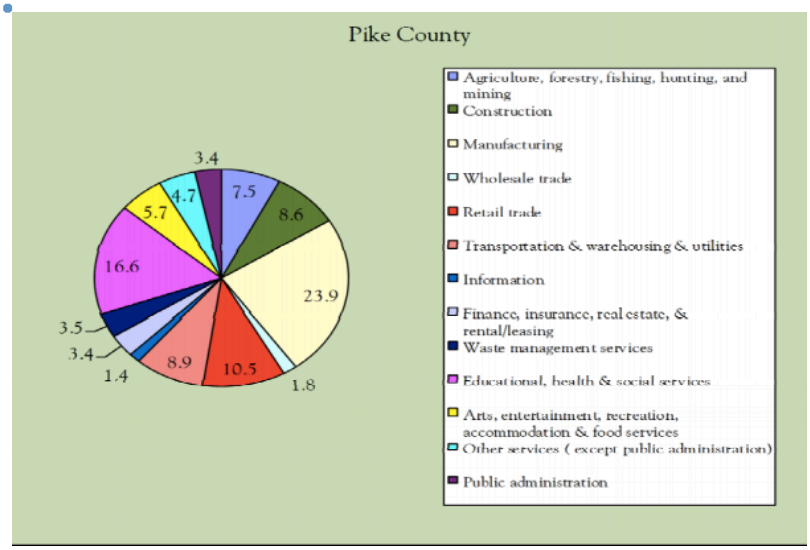
The Geographic and Population Considerations: Challenges / Advantages

Advantages:



Pike County has 336.2 sq. miles in land area and a population density of 38.2 per square mile. In the last three decades its **population grew by 4.5%.** On the most recent census form, 99.2% of the population reported only one race. The average household size is 2.40 persons compared to an average family size of 2.90 persons.

The second largest employment category in Pike County is "Education, Health and Social Services." If this area is depleted, there will be a negative impact on the leading employer, "Manufacturing" and the third highest employer, "Retail."



Industrial Employment - US Census Bureau

There are many local and regional initiatives to facilitate growth and stability of Pike County. As mentioned above, the population of Pike County has grown over the past decade. The I-69 expansion has increased traffic through the county exponentially. Interstate 64 is just south of Pike County. Numerous county highways crisscross the county; and Interstate 69, with interchanges in Petersburg and surrounding areas, provides even quicker access to the northern and southern markets within hours of Pike County. The I-69 project also includes a plan for additional interchanges in Pike County thus giving further exposure and access to the area.

In an effort to improve water, preserve habitats and promote the area, The Pike County Scenic Rural Character Preservation Program was developed. In its first five years, it has awarded over $350,000 to Pike County municipalities for planning projects. Pike County Economic Development Corporation has created an aggressive strategic plan to promote growth and development in the area. Some of these initiatives include: Davis Property light Industrial Site – 151.7 acres complete with utilities Adjacent to I-69; Local Incentives including Tax Abatement, Business Personal Property Taxes, Tax Incremental Financing (TIF); Local Investors – IPL, Win Energy, Midwest Engineering, and Sisson Steel. If the local economic efforts are realized, Otwell Miller Academy may exceed its desired classroom size and have a waiting list before it is awarded a charter. Website: http://www.pikecogrowth.org/incentives.html

Pike County Economic Development Corporation through its' 501 (c) (3), Pike County Progress Partners, have announced plans to build the Elmer Buchta Entrepreneur and Technology Center near the Petersburg interchange on I-69. The new center will be targeting the graduates of Pike Central High School's award winning Project Lead the Way program. Their graduates are populating engineering programs at colleges across the state, with many of those students expressing a desire to return to Pike County to launch small businesses. While targeting these recent graduates, the center will also serve any entrepreneurs from the region looking for a business incubator.

In a local news article, Scott Willis, a retired electronics engineer with the Department of Defense and adjunct instructor at Vincennes University Jasper Center said, "Many of the former Pike Central PLTW students have already started forming business ventures while they are freshman and sophomores in college and would like to bring them back to Pike County in the near future. To not get a small business incubator in Pike County established in the next 12-18 months will most likely result in further opportunities lost for the area as these students will go elsewhere to establish their businesses." This "Center" may be the catalyst of future growth and development in Pike County.

Challenges:

The major challenge the organizing group anticipates is the possibility that the local school corporation will not be willing to work with them toward a common goal – ***success and retention of students.*** It is the goal of the organizing group to develop ways that it will be mutually beneficial in order to facilitate an effective working relationship with the current administration so that the county's students will continue within the county rather than seeking educational opportunities outside the county.

Why authorize a rural school?

Not surprisingly, traditional public schools and public charter schools are often not philosophically aligned. However, in the case of rural schools, educators are united:

> *The National Education Association actively supports the development of programs that recognize and deal with the particular needs of students, educators, school employees and communities in the nation's vast rural areas.*
>
> **RURAL SCHOOLS DO MORE WITH LESS**
>
> Rural communities depend on their schools to serve many functions beyond their primary mission of educating children. Rural school districts are often the largest single employer in their area and rural schools serve as the social, recreational and cultural foundation of their communities. But many rural school districts are under funded and some lack a steady revenue stream. Moreover, they are disadvantaged by size as well as geography. For example, when rural districts apply for grants, the resulting funds based on number of students are often too small to accomplish the purpose of the award. One rural district received a technology grant of $800—scarcely enough to buy a single computer.
> Rural education employees also serve many roles in their communities and they, too, face many unique challenges:
> - Lower salaries and benefits
> - Lack of access to professional development opportunities
> - Professional isolation
> - Preparation for multiple subjects and grade levels
> - Multiple extracurricular duties
>
> (Rural Schools)

Team Capacity: The Friends of Otwell Elementary LTD leadership team possesses the diverse skills needed to lead this strong community initiative.

Michael Houtsch	Facilities Expertise, Business Knowledge
Robert Rhodes	Leadership, Business Knowledge, Focus
Michelle Houtsch	Accounting, Finance
Rose Rhodes	Management, Organization, Planning
Elizabeth Luff	Legal Expertise
Emily Willis	Communications and Public Relations
Chris Hallett	Finance
Josh Byrd	Political Affiliations
Judy Houtsch	Budget

Additional Support:

Friends of Otwell Elementary, Ltd ("FoOE") has chosen to partner with a unique educational service provider, Indiana Charters LLC, to provide back office and support services as well as operational knowledge,

experience, and expertise. Indiana Charters does not "manage" or "operate" the school on any level. The Indiana Charters team will provide services and support through the first years of operation. These services transition gradually through a teaching and mentoring phase preparing the charter school's staff to operate independently after the third year of operation.

1. Mission and Vision:

The Founding Board of FoOE feels strongly that their school's Mission and Vision reflect **Indiana Code-Title 20, Article 24 – Charter Schools IC 20-24-2-1** Purposes of Charter Schools.

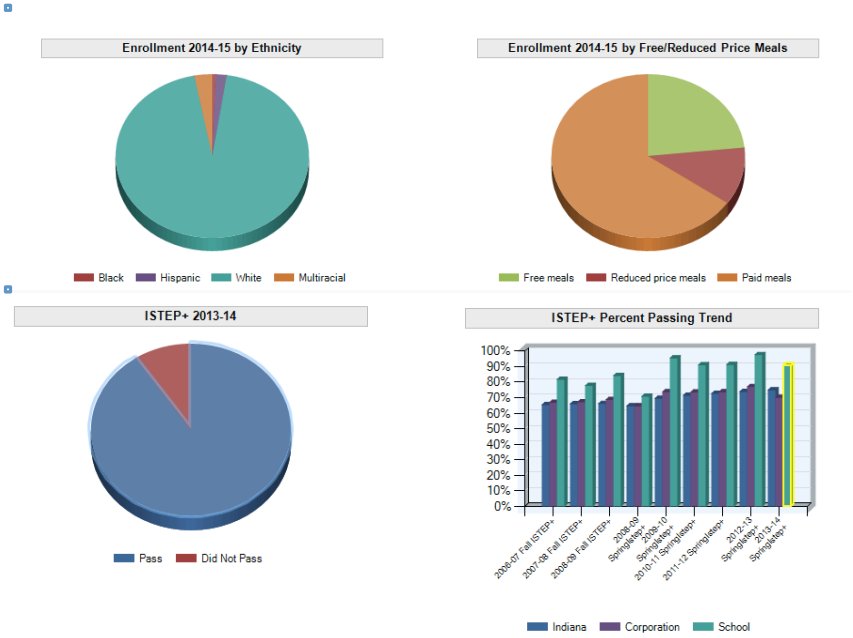
Mission: To develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children.

Vision: At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.
By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

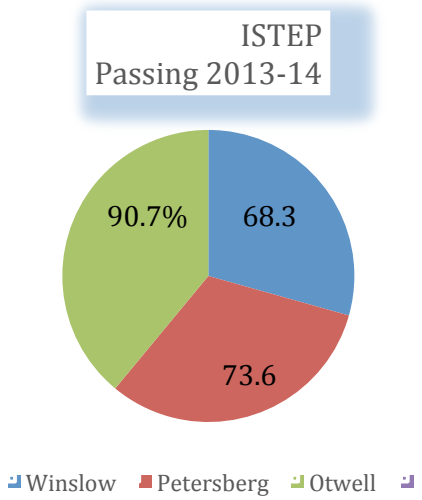
2. Educational Need and Anticipated Student Population:

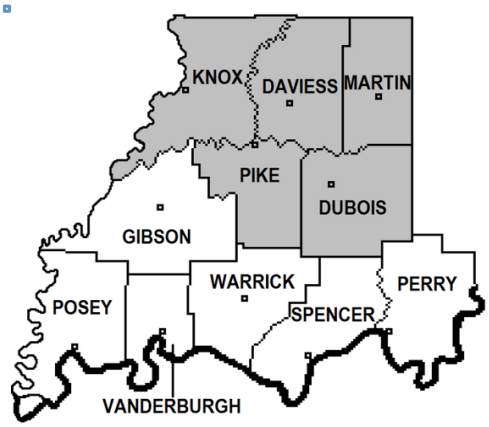
Given the current demographic data the organizing board does not feel that the student profile of Otwell Miller Academy will change considerably after it becomes a charter school. As one can see from the charts below the school academic outcomes are positive. Otwell Elementary School has consistently trended upward in the percent of students passing (with the exception of 2013-14) even with a 18.2 % special education population. They have achieved an "A" rating under IDOE's A – F Accountability system for the last five years and before that were in the exemplary category under NCLB/PL221. Otwell Elementary School was an Indiana 4-Star School in 2009 & 2011. They were the only school in Indiana to record a perfect, 100% passing in ISTEP+ math in the spring of 2010. They were a National Blue Ribbon School (2011). It is the desire of the community to **preserve and enrich** the quality rural education already previously offered at Otwell Elementary School.

The other elementary schools in Pike County are Winslow and Petersburg. Otwell Elementary School far exceeded the other schools on ISTEP, for the 2013-14 school year although the demographics are almost identical. Further, they have out preformed the other schools for at least the last ten years. One may deduce the school has and will continue to be a top performer. It is the hope of the organizing board that the families in Pike County may want to choose which elementary school their children attend based on academic data.

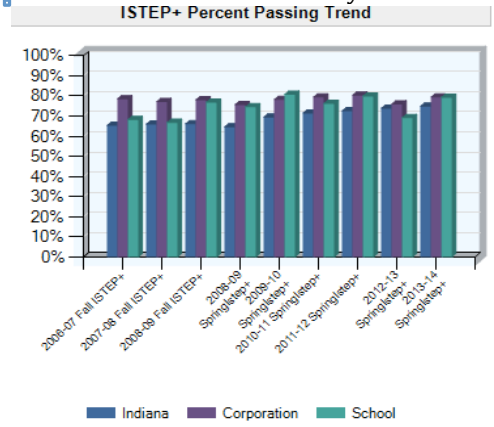


Another viable option to increase enrollment is from the neighboring schools in Dubois, Daviess and/or Martin Counties. Dubois Elementary School (Dubois County) achieved an ISTEP passing score of 79.2% in 2013-14 and North Daviess Elementary School (Daviess County) has hovered in the low 80's for the last several years. Additionally, Shoals Elementary from the neighbor county of Martin has slowly increased the percent of passing but remained in the 70's for their 2013-14 results.

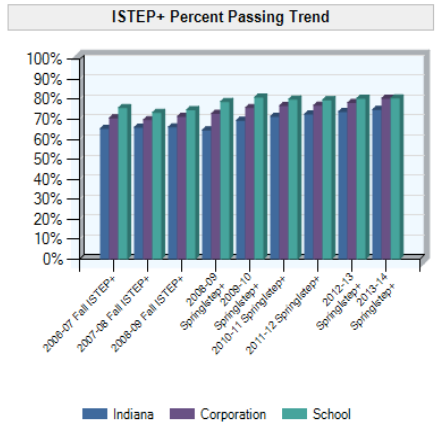




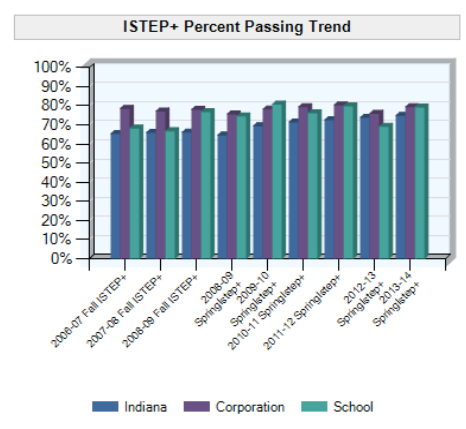
Dubois Elementary



North Davies Elementary



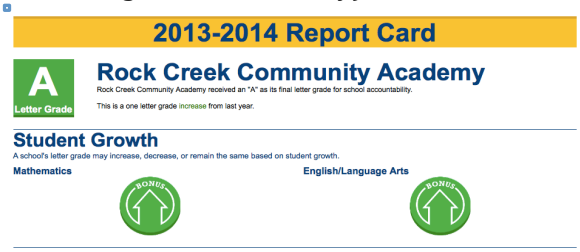
Shoals Elementary



Rural Charter Schools in Indiana:

Ball State University currently authorizes Rural Community Academy in Graysville, IN, Rock Creek Academy in Sellersburg, IN and Mays Community Academy in May's Indiana. All three schools have similar demographics compared to Otwell and all three schools have had positive academic outcomes (the outcomes for Mays are based on anticipated performance given their history).





This far southwest part of the state is devoid of charter school options. The FoOE founding board has been educating the community through public meetings and social media regarding the first real "choice" for the education of their children. As a better understanding of school choice emerges, more and more parents are seeking information and knowledge.

Challenges:

The primary non-educational challenge is the aggressive timeline for opening Otwell Miller Academy ("OMA"). Given the inconvenient timing of the closure announcement, the board has accelerated actions to pursue facility options, prepare the educational program, and begin operations. The community has rallied to meet this challenge.

The FoOE presented various options to the school corporation in an effort to keep Otwell Elementary open. Unfortunately, it became evident that no proposal would satisfy the school corporation when it was told during a school board meeting in November that the only way to keep the school open would be for Otwell to completely repay the entire deficit, then estimated to be $2.5million. At this point, the FoOE board realized that they need to begin start-up procedures immediately – even prior to obtaining a charter contract. This community knows the school board's announcement has provided the momentum it needs to carry its plan forward to a 2016-2017 opening. Families are ready for this transition to take place without displacing teachers, support staff or students that currently work at and attend Otwell; and they're excited about building the high-quality, project based educational model in the community.

OMA's Educational Service Provider (ESP) has joined the community efforts to reduce the learning curve, and provide significant assistance to meet this goal. To date, not hesitating a single day for fear of not being authorized, OMA has surpassed many potential hurdles.

Another non-academic challenge that OMA will anticipate is transportation. OMA has explored several options:

OMA will contact the School Board of Pike County Community School Corporation for assistance, as bus routes will run by the school on a regular basis. The corporation currently provides hub-based transportation for the county schools. Buses deliver the spread apart student population to one of the three elementary schools; transferring the middle and high school students to a smaller number of buses and transporting those students incurring lower transportation costs. We believe continuing the hub-based transportation and continuing to use OMA as a hub is the best solution for the safe transportation of all county students.

IC 20-27-11-1

Transportation of rural charter and nonpublic school students

Sec. 1. (a) If a student who attends:

(1) a nonpublic school located in a school corporation; or

(2) a charter school located in a rural school corporation; resides on or along the highway constituting the regular route of a public school bus, the governing body of the school corporation shall provide transportation for the nonpublic or charter school student on the school bus.

(b) The transportation provided under this section must be from the home of the nonpublic or charter school student or from a point on the regular route nearest or most easily accessible to the home of the nonpublic or charter school student to and from the nonpublic or charter school or to and from the point on the regular route that is nearest or most easily accessible to the nonpublic or charter school from which the student can walk to and from the nonpublic or charter school.

As added by P.L.1-2005, SEC.11. Amended by P.L.160-2012, SEC.49; P.L.220-2015, SEC.4.

3. Education Plan / School Design:

1. Instructional Framework. OMA will build its education on a robust curriculum with rigorous academics and high expectations. The curricular design and instructional strategies are rooted in scientifically based research and best practice. Using the Indiana Academic Standards adopted in April of 2015 by the State Board of Education, and enhancing them with supplemental materials, students will be provided a college preparatory education beginning in kindergarten. OMA will align standards vertically to ensure students do not miss skills necessary for success in the following grade, and horizontally to make connections across content areas. This means, for example, that as students learn about incorporating strong voice into their writing, they are focused on identifying a character's voice in a fictional text or analyzing historical perspective in social studies. To develop our curriculum, each summer teachers will work in grade level teams with their academic standards to plan for the year's curriculum by analyzing standards-based assessments aligned to the OMA's scope and sequence to divide the year into units of study. Teachers begin each school year with a detailed roadmap of instructional topics and clear benchmarks to hit for mastery along the way. Throughout the year, teachers complete daily/weekly lesson planning templates and submit them to the principal prior to teaching each lesson. The administration then provides targeted feedback for revisions in advance of the lesson being taught.

To provide the quality and depth of instruction that will best prepare students with the academic foundation necessary for success in middle school, achievement in high school, graduation from college, and success in life, the leadership team reviews and vets curricular materials for each subject and grade level to determine which are most developmentally appropriate, academically rigorous, and highly engaging. In reviewing textbooks and other curricular resources, OMA considers the following factors: **(a)** alignment to the Indiana Academic Standards; **(b)** enhanced cohesion to the State Standards; **(c)** basis in scientific research; **(d)** degree of use in high performing urban schools; and **(e)** proven effectiveness with special populations of students. Because OMA stands firm on the belief that literacy is the best lever for future academic success, the team reviews content area materials for inclusion of grade-level appropriate reading and writing skills and analyzes the level of vocabulary throughout the text. Understanding of Indiana's expectations for students in K-5 and in-depth knowledge of the Indiana Academic Standards, led OMA to the selection of the following curricular materials as outlined in **Figure** 7. Each year OMA will evaluate the success of curricular models and materials and make adjustments to better meet the needs of the students.

Figure 7: Proposed Core Academic Curricular Materials Grades K-5

Grade Level	Literacy	Mathematics	Science	Social Studies
K	**Reading**: Core Knowledge, Literacy Centers & Guided Reading (internally developed) **Phonemic Awareness**: Orton Gillingham **Writing:** Six Traits of Writing **Online Learning:** Istation	enVision Math	FOSS Science Kits	Scott Foresman
1	**Reading**: Core Knowledge, Literacy Centers & Guided Reading (internally developed) **Phonics:** Orton Gillingham **Writing:** Six Traits of Writing **Online Learning:** Istation	enVision Math	FOSS Science Kits	Scott Foresman
2	**Reading:** Core Knowledge, Literacy Centers & Guided Reading (internally developed) **Phonics:** Orton Gillingham **Writing:** Six Traits of Writing **Online Learning**: Istation	enVision Math	FOSS Science Kits	Scott Foresman
3	**Reading:** Core Knowledge, Literacy Centers & Guided Reading (internally developed) **Vocabulary**: Words Their Way **Writing**: Six Traits of Writing **Online Learning**: Istation	enVision Math	FOSS Science Kits	Scott Foresman
4	**Reading**: Core Knowledge, Literacy Centers & Guided Reading (internally developed) **Vocabulary**: Words Their Way **Writing**: Six Traits of Writing **Online Learning**: Istation	enVision Math	FOSS Science Kits	Scott Foresman
5	Reading: Core Knowledge, Literacy Centers & Guided Reading (internally developed) Vocabulary: Words Their Way Writing: Six Traits of Writing Online Learning: Istation	enVision Math	FOSS Science Kits	Scott Foresman

OMA will give students the opportunity to:

- Develop deep understanding of content and skills through interdisciplinary studies;
- Acquire higher-level problem solving skills through real-world problem solving;
- Explore and understand the world around them through hands-on and minds-on experiences;
- Discover the complex interactions among natural and social systems;
- Build the teamwork skills needed to succeed in adulthood;
- Capitalize on diverse learning styles using individualized approaches to learning; and
- Learn to live in harmony with the world around them.

The founding group views an educational program to be the sum of an effective curricular content, aligned in a planned sequence, delivered in high-interest instructional methods and evaluated with summative and formative measures. All selected materials listed in Figure 7 (above) are well-aligned to the **Indiana Academic Standards**, aligned sequentially to **Core Knowledge,** and designed to be used in a **project based** environment with **technology** as an important tool. OMA integrates these simple principles in its educational program design.

Why Core Knowledge?

"The Core Knowledge Sequence is predicated on the realization that what children are able to learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching (Datnow, 2000, p. 22). The Core Knowledge sequence aligns content-specific curriculum to provide a cumulative education building from week-to-week and year-to-year.

Core Knowledge has been highly studied since the late 1990s. A national study conducted over a six-year period through the University of Missouri found, "The Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm ("Core Knowledge Curriculum and School Performance", p. 2).

Why Project Based? ("PBL")

While OMA is not an "immersive" project based education model, the leadership team knows that students learn best when actively engaged in real world, high-interest projects. PBL makes school more engaging for students,and it prepares them for the real-life working situations they will encounter as adults.

According to information from the Buck Institute for Education (http://bie.org/about/why_pbl)

- **PBL makes school more engaging for students.** Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- **PBL improves learning.** After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- **PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In

a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

- **PBL helps address standards.** Present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.
- **PBL provides opportunities for students to use technology.** Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.
- **PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.
- **PBL connects students and schools with communities and the real world.** Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.
- **PBL is an important component in working with Core Knowledge.**

Technology and Delivery of Instruction: Technology will be embedded into all areas of the curriculum (reading, writing, math, science, social studies). Technology will be a fact of life in the classroom and the school—as it is in the real world. We will have computers and an interactive display in every classroom. OMA will employ an individual to troubleshoot and assist teachers in the use of technology. Teachers will maintain achievement and growth records that are technology-based. The school will also make use of computer software that differentiates instruction. Students will use technology to publish reports, presentations, and published writing. Students will be taught word processing and spreadsheets. Many assessments may be technology-based (e.g., Acuity, Dibels). Technology can also be used in PBL activities and other student collaboration projects. In a word, technology will be leveraged to support and enhance student learning—in the classroom and through assessment.

Even though OMA will not be a blended learning or virtual school, OMA will develop a technology plan each year. It will have four primary components: annual technology trends survey; three measureable goals; three-year projected budget; and plans for technology use. The use of technology will also be a part of Professional Development opportunities.

2. Instructional Strategies. Based on best practices from rural schools eliminating the achievement gap nationwide, teachers will be taught the practices below during summer professional development so they can execute from day one. Additional support and individualized feedback from the school's principal will be shared weekly.

Standards-based Curriculum and Instruction. Curriculum is designed upon Indiana's Academic Standards and aligns to the Indiana State Standards(ISS). Teachers are trained in analyzing standards and unpacking them to uncover their primary objective and build their daily lesson plans

and longer units of study in a manner best suited for achieving the desired student outcome.

Use Data Every Day. Sequential instruction leads students to a standard and a goal, not just to the next topic. We use data daily to guarantee students make progress towards end-of-year goals and long term targets. Although a significant amount of data is generated by school-wide assessments, each teacher uses data to inform instruction for each objective. The frequent use of standards-driven assessment data notifies teachers if mastery is occurring at the appropriate pace or if more intensive instruction is required.

Systematic Checks for Understanding. Assessing students' learning on an ongoing basis is pivotal to tracking progress aligned to grade-level and individual goals. Effective checks for understanding are intentional and purposeful. Methods to ensure effective checks include: direct questioning and paraphrasing, written response, think-pair-share, small group or partner discussion, use of signs or cues, or choral response.

Strong emphasis on differentiated instruction. Our small class size and co-teaching model in key subjects ensures we are proactively reaching all learners in a manner that individualizes instruction based on recent data, teacher observations, and overall class performance. Using data during literacy rotations allows teachers to differentiate instruction in small groups, working with groups of six for 30 minutes at a time.

Taxonomy of Teaching. We use a variety of academic, behavioral and advanced instructional techniques that reinforce student expectations and build high levels of student engagement. We provide training on selected techniques throughout the year.

Small group and one-on-one tutoring. Targeted interventions throughout the day allow for opportunities to deliver focused instruction in precise areas of concern and to reteach concepts not mastered. Assessment data is used to inform our tutoring practices, which occur at the end of every day.

Individualized Computer- based Learning. Students spend 30 minutes on the computer daily as a key component of our literacy rotations. Reading software specifically designed to supplement core reading instruction, such as Istation for K-5, will be computer adaptive, allowing for individualized and targeted instruction derived from scientifically-based reading research. Assessment data on phonics, phonemic awareness, vocabulary, fluency, and comprehension gathered from the software provides teachers with another indicator of a student's progress, as well as targeted interventions, specific tools, and interactive literature designed to elevate students to on-grade level reading and beyond.

3. Core Curriculum Scope and Sequence. Attachment 8 provides scope and sequence document(s) illustrating how curriculum is integrated across subjects and K-5. For curriculum not yet fully developed, a timeline for creation of these materials is provided.

4. **Community Engagement:**

Business	Location	Established Support/Partnership
Buchta Elmer Heavy Machine	Otwell, IN 47564 812-354-6078	Affirmative

Mover		
Buchta Elmer Trucking Inc.	Otwell, IN 47564 812-354-3131	Affirmative
Jefferson Township Community Center	2301 Spring St. Otwell, IN 47564 812-354-2878	Affirmative
Jefferson Township Fire Dept.	9975 E. Jefferson St. Otwell, IN 47564 812-354-2878	Affirmative
Jefferson Township Trustees	6291 E. Cty. Rd. 450 N. Otwell, IN 47564 812-354-2406	Affirmative
Otwell Mercantile	2230 N. Spring St. Otwell, IN 47564 812-354-9841	Affirmative
Otwell Ruritan Senior Housing	9821 E. Jefferson St. Otwell, IN 47564 812-354-9117	Affirmative
Tri-County Paving	882 N. Cty. Rd. 800 E. Otwell, IN. 47564 812-354-1281	Affirmative
Wehr Welding and Machine Shop	2250 North Spring St. Otwell, IN 47564 812-354-2876	Affirmative

Public meetings are being held weekly. Since the announcement of Otwell Elementary's closing, these meetings have produced multiple committees and research groups all coming together to complete this application for charter.

Though we can't call it registration because the school has not yet been authorized, we've asked parents to complete a preliminary enrollment form to gauge interest and needed facility size. Preliminary pre-enrollment numbers **after only one week and as of February 1, 2016** are summarized below:

GRADE	Pre-Enrollment
K	25
1	21
2	9
3	15
4	18
5	15

5. Leadership and Governance:

The leadership team is comprised of the following members:

Full Name	Current Job Title and Employer	Position with Proposed School
Michael Houtsch	**Vincennes University** Assoc. Professor Architectural Studies BS Industrial Tech from ISU	Founding Board President Chairman of Building Committee
Robert Rhodes	Retired Air Force Colonel and pilot, Elementary teacher	Founding Board / Vice President – Chairman of Chartering Committee
Michelle Houtsch	Kimball Electronics, Inc., Accounts Payable clerk.	Founding Board / Treasurer
Rose Rhodes	Retired Registered Nurse with 28 year of working experience in Intensive Care Unit, Dialysis Unit, Home Health, and Mental Health. Eight years of retail / 3 store manager	Founding Board / Chairman of Day Care, Summer Programs, and Tutoring Committee
Elisabeth Luff	**Luff Law** – Independent Practice – Specializing in Civil Matters **Kimball Electronics** – Independent Legal Counsel **Kimball International** – Independent Legal Counsel	Founding Board / Chairman of Legal Committee
Emily Willis	**Pike County Library** Specialization – Technology Vincennes University	Founding Board / Secretary Chairman of Publicity and Communications Committee
Chris Hallett	**Masterbrand Cabinets:** Manager Finance and Pricing Administration Masters in Business Administration	Founding Board / Treasurer
Josh Byrd	**Pike County Highway Dept.** Forman Skills – Construction, Paving, Painting and Equipment Operator	Chairman of the Political Interface Committee
Judy Houtsch		Chairman of Budget and Finance Committee

Age and Grade Range of Students to be Enrolled:
Number of Students

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity Year 4
k	20	20	22	22	22	22
1	22	24	24	26	26	26
2	22	24	26	28	28	28
3	22	24	26	28	28	28
4	22	24	26	28	28	28
5	22	24	26	28	28	28
	130	**140**	**150**	**160**	**160**	**160**

OMA will maintain a small school enrollment. The desired maximum capacity will be reached in year four with no more than 160 students. The founding board feels that this is a realistic and

attainable number given the geographic area of Pike County. More importantly the small hometown environment is more conducive to achieving a warm nurturing school climate and culture. Additionally, controlled growth will help the teachers concentrate on curriculum and instruction rather than acclimating and acculturating many new students per year.

OMA understands the importance of keeping the teacher/student ratio at a level conducive to continued positive outcomes. It is most important in the lower grades as children are developing essential academic and social skills to ready them for the rigors of upper levels. OMA will have one class per grade level. As the number of students increase in year two, an additional classroom assistant and community volunteers will support the class.

Section 1. Curriculum and Instructional Methods:

Curriculum and Instructional Design:

1. *Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.*

The learning environment at OMA will resemble a traditional classroom in some ways, but be quite unique in other ways. Classrooms for primary grades will have a minimum of 750 square feet for 20-25 students. We believe grade level enrollment will mirror that of Otwell Elementary allowing us, in years one and two to have one teacher per grade level. Three aides, one designated as a special education aide, will assist teachers in the areas most needed. The special education teacher will spend significant time in each classroom as part of an inclusion and differentiated instruction model to address students' specific learning needs.

The physical classrooms will be warm and inviting. The classrooms will be learner friendly but uncluttered and non-allergenic. Teachers will design their rooms in a manner that is conducive to learning. Plants, learning centers, aquariums, terrariums, and natural lighting will be encouraged. Anything that brings learning alive is considered important.

Finally, our outdoor spaces will be a major part of the children's learning environment. The gardens, meadows, woodland, towns, and city areas will serve as classrooms for our children. Using the project-based education model, our students will learn about the environment where they live. American novelist and avid environmental activist, Wendell Berry believes that "we are involved in a profound failure of imagination… Most people cannot imagine the forest and the forest economy that produced their house, their furniture, and their paper…" (Berry).

2. *Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Indiana Academic Standards.*

3. *If the curriculum is fully developed, summarize curricular choices such as text book selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.*

Language Arts Curriculum:
OMA would like their new school leader and staff to fully develop this during the month of July as articulated in the "Start Up Plan" **Attachment 22.**

OMA believes learning to read well is the cornerstone of creating equitable outcomes for the students. While listening, reading, and writing are integrated into every aspect of the curriculum, they are highlighted in this document to show how OMA will develop students' literacy skills through an integration of Readers and Writers Workshop and other best practice approaches. Teachers also draw upon the well-researched methods of teaching language arts, including the Whole Language method and the Five Block method.

OMA will utilize a literature-based approach to teaching language arts. Using genres as a springboard, teachers will incorporate age appropriate reading materials to facilitate reading. Reading materials will include, fictional and nonfictional text with a variety of applications from

entertainment to technical. Reading assessments will take place across the curriculum. OMA feels that in order to instill a lifelong love of reading one must acquire that love at a young age.

Literature based education will compliment project based teaching. At OMA we will utilize literature (reading, writing, spelling, language) in the following project based manner:

- Learn about local history and lore
- Read maps, ledgers, courthouse data and statistics
- Research factual information about people, places, and things
- Read fictional literature that may apply to Indiana
- Read the local newspaper
- Read flyers and promotional information from local business, and politicians

Definitions of literature-based instruction emphasize the use of high-quality literary works as the core instructional materials used to support literacy development. A guiding principle of the literature-based perspective is that literacy acquisition occurs in a book-rich context where there is an abundance of purposeful communication and meaning is socially constructed. Literary works in such contexts include a wide range of materials: picture books, big books, predictable books, folk tales, fables, myths, fantasy, science fiction, poetry, contemporary realistic fiction, historical fiction, nonfiction informational books, and biographies (Scharer, 1996).

In a literature based classroom:

- Literature is used as an important vehicle for language arts instruction.
- The students with special needs are accommodated in an inclusive atmosphere.
- High-quality narrative and informational literature provides the basis for a consistent read-aloud program in which children are read to daily.
- Literature is the sole or primary basis for initial reading instruction, or it is a significant supplement to a basal program.
- Opportunities are provided for students to listen to and read books of their own choosing.
- Students are provided with sustained time for both independent and collaborative book sharing, reading, and writing activities.

Literature will be selected based on a wide array of genres and in relationship to all curricular areas.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Readers and Writers Workshop: Students at OMA experience Readers and Writers Workshop during the 45 minute skill classes in the afternoons. Workshops are highly structured, predictable, purposeful, and well planned. The Writers Workshop approach is the result of more than 30 years of work by the leaders of the Teachers College Reading and Writing Project and thousands of

affiliated schools across the country. Kelley (2002) c[1]onducted a large-scale study that compared the writing process approach to the lecture, teacher-only approach. The study revealed that the quality of writing from students who participated in Writers Workshop was 22 times greater in a pretest/posttest assessment. Other studies have found the Readers Workshop approach to be similarly effective. Debbie Miller, Detroit teacher for thirty years, author and lecturer, (2002) describes strategies that proficient readers use to make meaning out of a text and these strategies are ones taught during the Readers Workshop class time.

Project Based Learning: Teachers at OMA will challenge and motivate students to learn by providing them with real life problems to solve. Students will learn to better communicate, collaborate, and think critically and creatively. PBL is an inclusive approach to education, which involves a participatory community of learners in the process of solving academic and real world problems. It is based on a number of research-based assumptions:

- Human beings are driven to solve problems.
- We are challenged and motivated when confronted with problems that need solutions.
- The current generation of students is technologically sophisticated.
- The work world in which students will participate is increasingly characterized by critical thinking, analysis of evidence and data, and a team approach to getting work done.

Students are presented with a problem that they must research and attempt to solve. They work in groups or teams, with the teacher acting as a coach giving students guidance as to how to ultimately solve the problem. Students must do research, weigh evidence and think critically and analytically about the problems they are examining. This experiential approach to learning will take different forms (problem-based learning, project-based learning and design-based learning) as we differentiate instruction based upon the age and grade level of the students. The problems solved and the inquiry that the students will engage, will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks. Generally, in the primary grades (K-2) students will use problem-based learning that starts with an ill-structured problem or case study for students to research. As students move towards the intermediate grades (3-5) they will use project-based learning where students create a project or presentation as a demonstration of their understanding of a problem. In the sixth grade the students participate in design-based learning where they create a working design of a solution to a complex problem. Students will participate in grade level and community presentations show casing their learning as a culminating activity.

Differentiated Instruction: At OMA, teachers will be taught to use various teaching methods to differentiate the curriculum for all learners. Differentiating the curriculum for students is natural in teaching a project based curriculum. Students are given choices and will gravitate to "how they learn". Differentiation is a way of teaching; it's not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As educator, author and speaker Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Below is a list of some key principles, the teachers will use, to form the foundation of differentiating instruction in their classroom.

- **Ongoing, formative assessment:** Teachers continually assess to identify students' strengths and areas of need so they can meet students where they are and help them move forward.
- **Recognition of diverse learners:** The students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every student's needs.
- **Group Work:** Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- **Problem Solving:** The focus in classrooms that differentiate instruction is on issues and concepts rather than "the book" or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- **Choice:** Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students' diverse needs and varied interests. From this list you can see that differentiating instruction asks teachers to continually strive to know and to respond to each students' needs to maximize learning.

Service Learning. Service learning that involves community projects will be an integral part of OMA. Service Learning uses many or all disciplines in completing a project. Students at all grade levels will be involved in giving back to the community.

Proven Study of Success in Service Learning Initiatives:

> At Spring Valley School in Columbia, South Carolina, more than 1,200 Spanish-language students engaged in service learning projects. In one project, they distributed 20 tons of food, clothing, medicine, and household products to needy new arrivals in the area with the fastest-growing Hispanic population. At Topa Topa Elementary School at Ojai, California, 5th and 6th grade students created pamphlets on the pros and cons of pesticides to explain how crop pickers can protect themselves against the substances. Students passed out the brochure, written in Spanish and English, to workers and consumers throughout the Ojai Valley. Through the project, students fulfilled state-required standards for language arts, science, and social studies (Ragland, 2002).
>
> Glenn (2001) found that more than 80 percent of the schools that integrate service learning into the classroom report an improvement in grade point averages of participating students. For example, when teachers integrated service learning into the curriculum in a Springfield, Massachusetts, high school, the dropout rate dropped from 12 percent to 1 percent, the number of students going to college increased by 22 percent, and those achieving a grade point average of 3.0 or higher increased from 12 percent to 40 percent. According to Glenn, such programs foster a lifelong commitment to civic participation, sharpen "people skills," and prepare students for the work force.

Pupil Performance Standards

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with the Indiana Academic Standards and Common Core State Standards.

1. *Describe the pupil performance standards for the school as a whole.*

OMA's educational program will integrate creative teaching methodologies consistent with the Indiana Academic Standards to provide a learning environment that assures each student meets or exceeds State standards for achievement. One of the primary goals of OMA is that all of its students score in the proficient or superior ranges on state exams. OMA's educational approach will provide students with the necessary skills and tools to achieve high performance levels, and will promote cooperation and community based learning, inspire and provide the tools for complex thinking and problem solving, enhance effective communication, and, perhaps most importantly, instill a lifelong love of learning and a sense of personal and community responsibility.

2. *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.*

Because of the importance placed on rural life, the sustainability of our rural communities, and the realization that our students may not frequently be exposed to a diverse student population, OMA will develop additional standards in the following content areas:

- Diversity and Cultural Understanding
- Local (SW Indiana) History
- Rural Economy

The principal-led teaching staff will be involved in developing these local standards and adding them to the school curriculum both horizontally and vertically. The development process will begin with the staff pre-service training and continue through curriculum committee meetings that are on-going (every two weeks) throughout the school year. It is the founding board's belief that the development of these additional standards is an ideal foundation and springboard for an effective and active curriculum committee. The development and implementation of these local standards will build ownership, underscore the importance of the standards-based curriculum, and help make the important transition from a founding board (creating and determining curriculum) to an operational school staff implementing and managing the curriculum.

These additional local standards are placed alongside the Indiana Academic Standards. Local standards will not replace or cause omission of any of the statewide standards. Additional standards in these content areas enhance the education of our local student population by paying specific attention to the needs of the southwest Indiana rural student.

Exit Standards Promotion - General

1. Exit Standards. In order to set students up for future school success we have adopted rigorous exit and promotion standards that can be found in **Attachment 4** .

2. Promotion Policies. OMA's promotion policy is rooted in a balance of understanding that while students learn at different rates, and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. Such a policy ensures that a student can be successful in the academic opportunities and challenges of then next grade level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, s/he will be retained and we will develop an individualized plan with teachers and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused. All promotion requirements will be communicated to families upon enrollment. **Figure 8** communicates grade level promotion requirements at OMA.

Figure 8: Promotion Criteria

Grade Level	Attendance Requirement	Grade Component	STEP Level Requirement	Final Exam Requirement
K-2	Absent ≤ 15 days	Math interim tests average ≥ 70%	K= STEP 3 or higher 1= STEP 6 or higher 2=STEP 9 or higher	NA
3	Absent ≤ 15 days	Math interim tests average ≥ 70%	3= STEP 12 or higher OR 5 STEP levels of growth	Must pass IREAD-3 per all state guidelines[16]
4-5	Absent ≤ 15 days	All interim tests average ≥ 75% (ELA, Math, Science, Social Studies)	NA	All final exam scores average ≥ 75% (ELA, Math, Science, Social Studies)

School Culture:

From the experience of its Board members, Otwell Miller Academy ("OMA") believes that a combination of competition and collaboration result in a culture of increased expectations for student achievement within a school. OMA will implement a Building Leadership Team ("BLT") to assist the principal and enhance the ability of teacher- leaders to advise in the school's instructional operations, share in professional development, and establish rules and routines to improve the school culture. But OMA will also establish teacher teams to create processes to implement joint lesson plans, share teaching strategies, create formative unit tests before student instruction, and observe each other's classes to enhance student learning.

OMA will be a "Learning Organization", with an environment revolving around concepts such as: intentionality, goal-driven, data-driven, student-centered, continuous learning and improvement, accountability, fun, trust, collegiality, hard work, proactive thinking, empowerment, risk-taking,

loyalty to purpose, and collaboration.

A culture of collaboration will be the norm with shared responsibility to improve student achievement. Such a culture results in shared vision for outcomes. Education is improved with good relationships and effective communication among staff, between staff and students, among students, and between school staff, parents and community. OMA will engage parents as much as possible; they can make it much easier for us to have success with their children.

Dr. Steve Daeschner, Superintendent of Jefferson County, Kentucky public schools, shares some other thoughts:

> **Small Steps.** Making changes too fast can be overwhelming and can often create a negative culture. In developing our literacy framework, we will move forward by taking small steps. After each Professional Development session, we will agree on the strategy we would be accountable for before the next session. For example, one time it might be creating and displaying anchor charts, and the next time we would add creating accountability pieces for students as they read. These short-term goals will seem "doable" to the Staff and create a positive building climate.
>
> **Setting Goals.** Setting goals for student achievement during that initial year and subsequent years will be crucial. All students will be assessed at the beginning of the year to determine their guided reading levels, based on the framework developed by Fountas and Pinnell. From this baseline measure, teachers will map out monthly benchmarks that, if achieved, will result in all students making at least one year's growth. Students with a below-grade-level baseline score will be expected to make at least a year and a half of growth. This goal-setting process will make teachers aware of the incremental student achievement needed throughout the year and minimize slippage.
>
> **Progress Monitoring.** Once we set goals for students, teachers will monitor their progress on a consistent basis to see if students are on track to meet their end-of-year goal. If students are below grade level, their progress will be monitored every two weeks, while students at or above grade level will be assessed every month. When students are not making the desired improvements, we will intervene and respond to their needs.
>
> **Response to Intervention (RTI).** If students are not achieving an adequate rate of progress in our Tier I balanced literacy block, we will immediately intervene. These students will receive 30-45 more minutes of literacy instruction from a reading expert. Being responsible for knowing at all times how well our students are achieving, and for intervening when they are not improving, will make our staff accountable for ALL students.
>
> **Accountability.** As teachers, we want our students to be accountable for their behavior, getting homework finished and turned in on time, and studying for tests. With a balanced literacy framework, we will be more accountable as teachers in many ways. First and foremost, we are accountable for our students' achievement. We are also accountable to each other because it won't be fair if one person is doing all the work. The School Leader and the CAPPD Coordinator[2] are constantly following up with us about our goals. They are also conducting walk-throughs to see if we are being accountable in tackling our small steps.
>
> **Walk-throughs.** Not only are the School Leader and the CAPPD Coordinator taking walk-throughs in our classrooms looking for implementation of strategies, teachers are also

doing walk-throughs of each other's classrooms. These walks are not evaluative, but allow us to get ideas from others and to reflect on our own instructional practices. Teachers do not always relish the walk-throughs at first, but later see value in them— especially when they themselves took a turn walking through another teacher's classroom and discovered how much they could learn from such an experience.

Celebrations. We will celebrate our successes frequently. Waiting until the end of the year to see if our scores improve is not wise. At meetings, we will bring samples of student work and share success stories. Celebrating our small improvements along the way will keep us hungry for more. Our collective achievements will spur us to keep our sights on the larger goal.

Engagement and Rigor: In many classrooms, teachers do most of the work. The students are treated as passive listeners. Successful teachers and schools have changed this model so that students become active engagers of learning and the teacher serves as the facilitator of the learning. Generally, the students begin to work in smaller groups and become self-assessors of their own learning.

To help us define different types of engagement, our staff will rely in part on the approach presented in Schlechty's *Engaging Students: The Next Level of Working on the Work* and Himmele's *Total Participation Techniques*. We will focus on the gradual release of responsibility to students, determining when active vs. compliant engagement is appropriate. Our goal will be to increase active engagement.

Posing more rigorous tasks and taking students to a Level-4 depth of knowledge require teachers to move from being imparters of knowledge to facilitators of learning. Just as our Professional Development will be more powerful when driven by teachers, our student learning will be deeper when driven by students. We must ask: "Who's doing the work?" When students question themselves about the instruction and the teacher steps (partially) out of the way, great things happen and learning flourishes.

Goal Clarity Windows ('GCW') is a proven, collaborative strategy to enhance student learning. (See: Dr. Daeschner's *And They Said It Couldn't Be Done*, p. 43-53 for a thorough discussion.) GCW incorporates the following components:

--Standards to be taught for the unit of instruction, usually one or two weeks --Learning rubrics that outline objectives/stages to be taught—from simple to complex

--Assessment rubrics measure the success of the students at each stage of the learning. The teacher teams develop these formative test items before the unit is taught. The test items reflect the Depth of Knowledge ('DOK') usually Level 1-4, with emphasis on higher-order Level 3-4.

--Vocabulary lists that reflect new words for the unit

--Cognitive question stems that students use with each other to become self-assessors. These higher-order questioning stems are used by teachers and students so that students learn to be reflective and apply the learning to multiple settings.

--Classroom teams collaborate to establish the GCW before the lesson is delivered. The formative assessment measures assist teachers in teaching to student mastery and identifying students who may need additional intervention strategies to reach mastery.

The lack of rigor (higher-order thinking skills) in today's classroom has been well-documented. We define rigor as students using higher order DOK in their learning interactions with each other and with teachers. These pedagogies can be learned by teachers though professional development and reinforced by teacher teams and walk-throughs.

Otwell Miller Academy will become one of the top schools in the state by using the following principles:

--Create an academic culture that requires students to think critically --Create an academic culture that requires students to give a good-faith effort each day --Create a culture of high expectations and success --Create a culture where core academic goals apply to all students --Provide skills necessary to achieve mastery on common core standards in each grade level --Build thinkers who have the skills needed to solve real world problems --Assess student learning in ways that challenge students to demonstrate mastery in many forms --Create an environment of positive relationships (students, families, staff) --Hold an Orientation to assist new families in understanding policies/procedures

Supplemental Programming:

Otwell Miller Academy ("OMA") is open to various clubs, organizations, and activities. OMA will also offer summer remediation for students in need—and enrichment for other students desiring summer stimulation. Summer school will be *strongly* encouraged for students scoring at or below grade level, helping them to achieve mastery. Summer school will be staffed by the principal, at least one teacher and community partners. We will provide half-day instruction for the month of June.

Some of the the activities/clubs we are considering include:

- Elective classes (remediation and enrichment)
- Academic Team,
- Acapella Club,
- Cooking Club,
- Creative Writing Club,
- Dance Initiative,
- Entomology Club,
- EPICS,
- Ethics Bowl,
- Film Club,
- French Club,
- Gaming Club,
- Gardening Club,
- German Club,
- Hiking Club,
- International Club,
- IT Club,
- Japanese Club,
- Model UN,
- Photograph Club
- Robotics Club,
- Spanish Club,
- Yoga Club

Many of these will be sponsored by our Partners in Education and Industry.

An initiative that will help to support the school, as well as serve as a student feeder system, is the pre-school being developed by the Friends of Otwell Elementary LTD. The school will allow OMA students to be dropped off as early as 5:30 AM, providing breakfast and tutoring and will be available for after school care until 6:30 PM. This partnership will be of great benefit to the school and the community and will aid in attracting and retaining students and teachers with young children.

Special Populations and At-Risk Students:

Otwell Miller Academy is committed to providing high-quality instruction and appropriate supplemental services to students with Individualized Education Programs, students with Section 504 plans, English Language Learners, and students at risk of academic failure or dropping out. Accordingly, OMA will implement a comprehensive assessment to identify any students with these needs and serve them appropriately.

2. Explain how the school 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 for students with mild, moderate, and severe disabilities, including:

OMA's commitment to students with special needs will accordingly be addressed by the implementation of a comprehensive assessment to identify any students with disabilities. For those identified for additional intervention, an Individualized Education Program (IEP) will be developed to oversee services. The IEP (34 CFR §300.320-300-324) will include the following:

i. A statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
ii. A statement of measurable annual goals, including benchmarks or short-term objectives;
iii. A statement of the special education and related services and supplementary aids and services to be provided to the child;
iv. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
v. A statement of any individual modifications in the administrations of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
vi. The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
vii. A statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of the non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

OMA will provide special education and related services to any child with a disability in accordance with the child's IEP and will make a good-faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not succeeding. In addition, Extended School Year services (ESY) (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as

necessary in order to provide Free Appropriate Public Education (FAPE) as determined by a child's IEP.

a. How the school will identify students with special education needs.

In accordance with 34 CFR §300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services will be a component of OMA's overall general education Response to Intervention (RTI) system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel will document the provision of interventions and refer the student for a full and individual initial evaluation.

OMA will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address whether the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR §300.232, OMA will have an IEP in effect for each identified student with a disability. OMA will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP will be implemented as soon as possible following the IEP committee meeting.

For a student who is new to OMA, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

b. The specific, evidence-based 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.

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

OMA will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34 CFR §300.114- 330.116). In providing programs, services, and activities for students with disabilities, OMA shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general

education environment will occur only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. OMA will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR §300.115). This includes a variety of placements and will make provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, OMA will ensure that each child with a disability participates with non-disabled students in non-academic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR §300.320.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

Not-applicable

e. How the school will provide qualified staffing for students with special education needs.

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. OMA will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted with depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students at OMA with tailor-made support services to meet each individual need. An experienced director of special education services will be contracted through our ESP to ensure compliance with IDEA, Article 7 and all applicable laws and requirements.

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

a. How the school will identify ELL students.

The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school, and the survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. OMA will implement an identification procedure to survey all students in the school with the following three questions:

i. What is the native language of the student?
ii. What language(s) is (are) spoken most often by the student?
iii. What language(s) is (are) spoken by the student in the home?

b. The 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.

OMA will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the school's educational programs. Such instruction will take place during the regular school day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4.

After a determination of needs based on the student population, one or more of the following approaches to instruction may be used:

i. Transitional Bilingual Education (TBE): TBE is an instructional program in which subjects are taught through two languages—English and the native language of the English language learners—and English is taught as a second language. English language skills, grade promotion, and graduation requirements will be emphasized, and the student's native language will be used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and in the duration of the program. TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

ii. English as a Second Language (ESL): ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component. Pull-Out ESL: A program in which LEP students are

"pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

iii. Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English will be used as the medium of instruction.

iv. English for Speakers of Other Languages (ESOL): English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, "teaching English to speakers of other languages" (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

v. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

vi. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

f. How the school will assess and monitor the progress and success of ELL students, including existing students from ELL services.

As required by the "No Child Left Behind Act," OMA will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient (FEP, see level 5) or Limited-English Proficient (LEP, see levels 1-4). Each spring, all LEP students must participate in the WIDA proficiency assessment. Newly enrolling students must be assessed for identification as LEP using the WIDA within thirty calendar days of enrollment at the beginning of the school year or within two weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

i. Beginner (Level 1): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.

ii. Early Intermediate (Level 2): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

iii. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.

iv. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of convention are still evident.

v. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the WIDA proficiency assessment.

OMA will have specific criteria established to ensure appropriate placement and subsequent delivery of services to exceptional language-minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should be made only after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students will not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language-minority student to ensure meaningful participation in the educational program.

OMA will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative WIDA proficiency assessment. Services for Level 4 students may be modified based on the students' needs.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following Spring, upon the attainment of the second Overall/Composite score of Level 5 on WIDA, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students will no longer participate in WIDA.

OMA will provide evidence that communication between the school and the home, whether about language-minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home. OMA will maintain records that indicate the following:

i. The native language of the student,
ii. The English language proficiency level of the student,
iii. The type and frequency of English language development services offered,
iv. The instructional and assessment adaptations made based on level of English proficiency, and
v. Other intervention strategies employed.

The method of maintaining this information for each language-minority student is the Individual Learning Plan (ILP). ILPs are developed for each student and updated annually based on their Overall/Composite of English proficiency on WIDA. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

d. How the school will provide qualified staffing for ELL students.

All English Language Learners (ELL) personnel will be certified, endorsed, or licensed in the area of assignment. Additional ELL personnel will either be employed or contracted with depending on the students' needs at the school. OMA will participate in training programs designed to help the development and implementation of these guidelines offered; these will be facilitated by the Office of English Language Learning & Migrant Education, including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university-level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages (INTESOL) and the national Teachers of English to Speakers of Other Languages (TESOL) and National Association of Bilingual Education (NABE) conferences.

3. *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.*

OMA believes that there will be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress as part of the Response to Intervention (RTI) process:

1. Team Meetings: A collaborative team composed of educators and administration will be established to address the following tasks:
    i. Identify and map objectives.
    ii. Create schedules for learning.
    iii. Develop formative assessments.
    iv. Establish criteria for success.
    v. Assess student progress.
    vi. Assign interventions.

2. Formative Assessments: OMA will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not making adequate growth.
3. Intervention Strategies: Under RTI, students identified as needing additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Intervention strategies will include, but not be limited to:
    i. Student Centered: Two co-curricular activities, peer tutoring, student council monitoring, privilege system
    ii. Faculty Centered: Faculty advisors, team attendance meetings, guided study, tutoring
    iii. Parent Centered: Parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

5. Explain how the school will identify and meet the needs of intellectually gifted students, including: a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

OMA will provide students with a rigorous educational program. For those students who are academically advanced, additional opportunities will be provided to enhance their education, e.g., additional electives. OMA understands that students can be gifted in one area or another and these gifts are not necessarily tied to their cognitive scores.

Additionally Project based education lends itself well to meeting the needs of intellectually gifted students. PBL is based on student empowerment. Gifted students can pace themselves, spending less time on easier tasks, but more time on complex and intellectually stimulating ones. Gifted students often excel in projects using authentic assessment. Demonstrations of learning can take many shapes and forms, and students will always be encouraged to show their very best work. As mentioned earlier, the key to many educational challenges is differentiated instruction. OMA will prioritize this in an effort to help all students reach their potential.

b. How the school will provide qualified staffing for intellectually gifted students.

All personnel will be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Additionally, OMA will seek professional development opportunities for better preparing staff to meet the needs of these students.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Any student with an ILP, this would include students in the gifted program, shall have his or her program reviewed annually or more frequently should the student not be making adequate progress towards his or her goals stated within the ILP.

Student Discipline:

Otwell Miller Academy (OMA) holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all.

We focus on making available engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive. In the event students make poor choices in their behavior or self-control, every effort is made to keep students working to overcome the obstacles holding them back. We ask that all parents, guardians and adults responsible for the student's behavior, encourage and assist in the enforcement of these rules and policies.

Students who engage in disruptive behavior will be informed of the disruptive behavior and called upon to correct that behavior. If a student cannot correct the behavior, he or she will be sent to meet with a school administrator. He parent/guardian will be notified by the school administrator of this meeting and be able to follow up with the administrator on ways to encourage improvement. Students consistently failing to show improvement, identified as three visits during a school year to an administrator, or who demonstrate such behavior as to endanger themselves or others, will be suspended. OMA students cannot succeed academically when distracted by the behavior of others.

When a student is suspended, he or she will receive a Notice of Suspension from the superintendent or designee. This Notice of Suspension will contain a time and day for the parent or guardian to meet with the school administrator to discuss the events leading up to the Notice of Suspension. The meeting will review the method in which the student can achieve re-admittance to the school and set up how the student can continue his/her school while suspended.

(See full Code of Conduct Policy **Attachment: 7**)

Exit Standards:

1. Exit Standards. In order to set students up for future school success we have adopted rigorous exit and promotion standards that can be found in **Attachment 4**.

2. Promotion Policies. OMA's promotion policy is rooted in a balance of understanding that while students learn at different rates, and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. Such a policy ensures that a student can be successful in the academic opportunities and challenges of the next grade level. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, she/he will be retained and we will develop an individualized plan with teachers and the family to support student success the next year.

Three factors will be considered for promotion: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Absences resulting from out-of-school suspensions will not be excused. All promotion requirements will be communicated to families upon enrollment. **Figure 8** communicates grade level promotion requirements at OMA.

Figure 8: Promotion Criteria				
Grade Level	Attendance Requirement	Grade Component	STEP Level Requirement	Final Exam Requirement
K-2	Absent ≤ 15 days	Math interim tests average ≥ 70%	K= STEP 3 or higher 1= STEP 6 or higher 2=STEP 9 or higher	NA
3	Absent ≤ 15 days	Math interim tests average ≥ 70%	3= STEP 12 or higher OR 5 STEP levels of growth	Must pass IREAD-3 per all state guidelines[16]
4-5	Absent ≤ 15 days	All interim tests average ≥ 75% (ELA, Math, Science, Social Studies)	NA	All final exam scores average ≥ 75% (ELA, Math, Science, Social Studies)

Our grading policy is based on demonstration of mastery of foundational skills, particularly reading, and the Indiana Academic Standards. Teachers will be trained on our grading policy and methodology during summer professional development and work throughout the year with the principal to ensure grades are calibrated and assigned in a fair and consistent manner that corresponds with mastery of rigorous, college preparatory standards.

Daily attendance is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness during which we provide school support and tutoring and which does not impact attendance averages. We communicate regularly with families to ensure that every student is able to meet our attendance requirements, including daily/weekly progress reports, four formal report cards, and the requirement that all classroom teachers speak with all families a minimum of one time monthly. The school's front office closely monitors attendance day-to-day. Families must meet with the principal once a student has accumulated over five absences and we will work to create and support attendance action plans.

If a student needs to repeat a grade, the principal will meet with the student and family to discuss an action plan for the coming year. Interventions may include increased in-class support or mandatory tutoring instead of enrichment. OMA will work with families to determine the best course of action on an individual basis. Every attempt will be made to ensure the success of all students.

1. Calendar and Schedule. Attachment: 5 *(The calendar attached is Pike County Community Schools Calendar for 2015-2016. When the calendar for the 2016-2017 school year is approved in March OMA will build their calendar)*

Like many high performing rural charter schools effectively closing the academic gaps of incoming student populations, our students and teachers will benefit from an extended school day and school year. We will adopt a calendar of 181 instructional days divided into four quarters and closely aligned to the Pike County Community School Corporation's proposed calendar for 2016-2017. Our first day of school August 1, 2016; the last day is May 31, 2017. We provide 35 days of professional development, 18 before the school year, 15 during the year, and 2 at the end of the school year.

Each school day begins at 7:00. Staff will arrive by 7:25 AM and we will open our doors at 7:40 AM for breakfast. Class will begin at 8:00 AM and end at 3:45. This schedule allows us to provide additional instructional minutes per week. There will be after school care and clubs.

Students in K-3 receive 195 minutes of daily literacy and 120 minutes of math instruction with a focus on problem solving for a full 60 minutes. Social studies and science instruction do not occur on the same day. Instead, curricular units lasting three weeks at a time will be internally designed and 30 minutes per day will be devoted to either social studies or science instruction. To balance learning over the four quarters, K-3 teachers will teach one complete unit of social studies and transition into one unit of science.

Students in grades 4 and 5 receive 175 minutes of literacy instruction daily, allowing for in-depth literature analysis in small group Book Clubs or Literature Circles for 30 minutes. Math instruction remains two hours. Social studies and science continue to be taught in units, with themes weaving into literacy instruction for interconnected units of study.

Daily Schedule

8:10 – 9:10	Math Meeting and Focus Lesson
9:10 – 10:10	Math Rotations and Problem Solving
10:10- 10:15	Transition
10:15-10:45	Literacy Rotation 1 (Mini – Lesson & Students "Do")
10:45 – 11:15	Literacy Rotation 2 (Reading Groups)
11:15 – 11:35	Snack and Restroom
11:35 – 12:05	Literacy Rotation 3 (Literacy Circle – Interactive)
12:05 – 12:35	Literacy Rotation 4 (Students Independent or Partner Activity)
12:35 – 1:10	Lunch and Recess
1:10 – 1:40	Guided Reading Read Aloud
1:40 – 2:10	Writers Workshop
2:10 – 2:40	Enrichment
2:40 – 3:10	Science Social Studies Informational Writing
3:10 – 3:40	LEAP Learn, Enrich and Practice
3:40 – 3:45	Pack Up / Dismissal

Admissions Policy and Criteria – Attachment: 6

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.*

Otwell Miller Academy has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet their enrollment projections. They will prioritize diversity (as much as their demographics will dictate) in their recruitment practices. They have ensured an expansive and extensive strategy to build awareness throughout the southwestern counties in Indiana. As their immediate community holds the greatest need, they will prioritize early outreach to target families who will be forced out of the school at the close of the 2015-2016 school year. They will recruit neighborhoods regardless of race, disability, ethnicity, or gender, and will continue outreach efforts within the surrounding counties. The Founding Board feels confident that they will meet or exceed desired enrollment given the tremendous support already received from the community.

To Date:

- Exposure through WWBL Radio
- Exposure through WITZ Radio
- Local News Paper coverage
- Letters of Support from Businesses and Politicians
- Town Hall Meetings
- Social Network – Face Book, Twitter,
- Website – www.friendsoftwell.org
- Channel 14 television
- Channel 18 television Expose

Planned:

- Yard Signs
- Monthly Community Fund Raising Efforts
- Flyers
- Mailings
- Door to Door
- Family Information Sessions
- Continued Consistent, Positive Messages to Local Media Outlets

Parent and Community Involvement:

1. True to the definition, from the very onset, OMA has epitomized a strong rural school. It was parents and the Otwell community who raised awareness and strong opposition to closing their beloved school. Parents are actively involved, assisting the organizing group, getting accurate information to the community at large and gathering ideas for the OMA proposal document. There are committees of people looking at academics, governance and financial issues that need to be addressed. Additionally, several local teachers have expressed

interest in helping to bring the charter to fruition. To date this initiative has been solely parent and community driven.

2. There is no doubt that community and parent groups will stay involved in the school through its inception and beyond. However, the organizing group has plans to assure continued support.
    - Continued communications through various modalities
    - Weekly parent information meetings at various community locations in and out of the county
    - Summer activities are planned to bring families and teachers together (picnics, ice cream social, curriculum information meetings, team building etc.)
    - Contact with community members in organizing their involvement in planning curriculum and field activities
    - Contact with parents in organizing volunteer opportunities

2. At OMA parents will be an integral part of a classical education for their child. There will be many opportunities for parents to assist as part of the school community. The door will always be open to those who wish to help.
    - Parent Teacher Organization
    - Required Volunteer Hours: All parents and/or guardians will be asked to volunteer twenty hours per year. Volunteering may include; field trips, clubs, cafeteria or playground assistance, activities coordinator, classroom assistance, sharing their vocation, etc. Anything a parent would like to do to help out will be considered a volunteer hour.
    - Communication: Teachers will have daily/weekly communication with parents through their classroom web-page, e-mail, phone messages, student folders and newsletters. The school will communicate with parents via all school phone / text messages, web-site, structured social media, signage, calendars, newsletters
    - Coffee with the principal – Each month the principal will invite parents to school for a casual, yet structured conversation about ideas, policy, procedures, etc.
    - Parents will be celebrated through functions such as, “Donuts for Dads” and “Muffins for Moms”.
    - School improvement efforts will be accomplished with the help from parents. There will always be parents on various school committees. Forums with various topics will be conducted on a monthly basis. Surveys and informal discussions will be a part of the school culture.
3. In a small rural area community involvement is an essential piece of daily instruction. Community involvement will include, but not be limited to:
    - Career Day – Community members will be asked to speak to student groups regarding their vocation and what it educational components are necessary to obtain employment in their profession.

- Guest Speakers – locals, foundation representatives, civic club members, politicians, historians, etc. will be utilized in teaching the history of Pike and surrounding counties.
- Field trips to museums, cemeteries', local municipalities, parks, and historic sites, will give students' unique insight into the places and things that surround them.
- Community professionals will lead students in various studies such as water and soil testing, crop growth, identification of local plants, trees, animals and fish.
- Community members will teach local folklore and customs, share artifacts, etc.
- Community liaisons will financially support summer initiatives.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. To this end, OMA will expect parents to support the mission and vision of the school. OMA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home, teach them effective study skills, and limit the time the children participate in activities such as watching television or playing video games.

Community Support – See **Attachment: 8**

Educational Program Capacity

Until the principal is hired, the founding board will lead the development of the school in conjunction with Indiana Charters. Once a principal has been selected, the principal will take a leading role in school development, with the board serving in a largely advisory capacity. The board will work on a volunteer basis, while the principal will be compensated out of the school budget.

Upon receipt of a school charter, the principal will begin hiring the remaining staff by June 2016.

1. *Identify any organizations, agencies, or consultants.*

Indiana Charters LLC will serve in a primary consulting role. Please refer to Attachment 16 for full details.

2. *Identify the principal/head of school candidate 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 9****, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.*

   The founding board has begun its search for a principal candidate. Our goal is to have a principal in place by the beginning of May, 2016. We will be assisted in this process by Indiana Charters. Preferred candidates will have a master's degree, teaching experience at

the K-5 level, a record of leadership, demonstrated abilities in speaking and writing, be well-versed in project based instruction, and familiar with the Pike County area. The principal, accountable to the governing board, will coordinate the hiring of teachers and staff; the implementation of a project based curriculum; the establishment of the school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity. In addition, he/she will work to foster an understanding the virtues of school choice among parents and the larger community.

If no candidate has been identified, provide as **Attachment 9** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

1. ***Governance Structure and Composition****. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 14, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder.*

The board of directors for Otwell Miller Academy will consist of no fewer than five and no more than nine members and will be led by an executive team to include, at minimum, a president, a vice-president, and a secretary, and, if deemed necessary, a treasurer. See Attachment 6 for the Charter School Board Member information sheet for the current founding board members.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school, and to comply with Indiana's Public Access Laws, including the Open Door Law.

OMA application is not being submitted by an existing nonprofit organization or institution.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school. ***Attachment 11*** *– Articles of Incorporation*

Otwell Miller Academy will be governed by the governing board and managed by its principal pursuant to the school's charter and duly adopted by-laws. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school but will hire a principal, who will be evaluated at least annually. The governing board will make sure the principal manages OMA in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. It will also routinely assess its own performance. Governing board members will participate in and develop short and long-range plans for the school. The board will monitor the

effectiveness of the school's programs and their implementation to determine if the school has met its stated goals.

The principal will report to the governing board at regular meetings about the school's operations. The principal will serve as liaison between OMA and the school's authorizer. The principal will present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The principal will be required to attend all governing board meetings.

The principal will be responsible for overall instructional leadership for the charter school, including the discipline of students if needed, and the planning, implementation, and supervision of the educational program of the school. The principal will have authority over all personnel matters, including hiring, disciplining, and terminating all school employees, subject to board approval. The principal will periodically evaluate OMA's employees as provided for by Indiana law and OMA policies.

The principal will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, OMAs' governing board policies, and local, state, and federal laws and regulations. The principal will have direct supervision over all staff as indicated in the organizational charts.

The work of governing and overseeing the school is divided among the board members as indicated by the subcommittee structure. Each committee meets monthly and reports to the board as a whole each month. The structure ensures that the board is always informed about the status of the various aspects of school governance. See **Attachment** 13 for the organizational flow chart.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14.

The current board has been meeting since July, 2015. The board as a whole will meet on the first Tuesday of each month, and each committee will meet on the third Wednesday of each month, as well as any other times deemed necessary. The board meetings will discuss new business as well as hear reports from the committees. The meetings of the committees will focus on business related to their particular functions.

OMA's governing board will fully comply with Indiana's public access laws and other laws required by the state of Indiana. The board of directors will maintain a schedule of planned board meetings on the school website and will meet in a location that is accessible to the community surrounding the proposed school location. Regular board meetings, both times and date, will be posted at the school two days prior to the meeting being held. Special meetings will be posted at the school and on the school website at least 48 hours prior to the meeting. The agenda and minutes of every board meeting will be published on the school's website and will be available in the school office. All school policies approved by the board of directors will be available for viewing on the school's website and in the school office.

5*. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.*

Otwell Miller Academy's by-laws will address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in governance training as required by Ball State University. Board members will also participate in training necessary to ensure the success of the school and the board of directors' obligation to the school. The by-laws will address how and when members may be removed for unacceptable or inappropriate conduct. The governing board will meet at least once each month (except during the summer and/or school holidays as deemed appropriate) to hear reports, to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

6. 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 and the reporting structure as it relates to the governing board and school leadership.

Otwell Miller Academy advisory bodies will consist of the board committees developed and approved by the board of directors, which will report to the governing board on a monthly basis. These advisory committees will advise the board of directors, but decisions will be made by the board of directors as a whole. There will be eight advisory committee bodies. These will include the: Executive Committee; Fundraising Committee; Marketing Committee; Finance Committee; Building Committee; Volunteer Committee; Education Committee; and Grievance Committee. Each committee will include one committee chair and two or more volunteer members**. See Attachment: 15** for a complete organizational flow chart.

7. 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. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Otwell Miller Academy firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

The chain of command refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. Otwell Miller Academy understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communications can be very helpful to the successful operation of the school. OMA's preference is that such communications be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the principal. If further communications are warranted after seeing the principal, the parent should go to the grievance committee. The governing board's grievance committee is not the first point of contact and, therefore, will refer all communications that require a response or action to the appropriate individual(s).

Teacher—Parents should schedule a meeting with the teacher through the office. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own child.

Principal—If the grievance cannot be resolved with the teacher and the matter regards academics or discipline, the parent should schedule a meeting with the principal.

Grievance Committee—If the grievance cannot be resolved after talking with the teacher or the appropriate parties, the parent must submit the grievance in writing to the grievance committee.

If a resolution is not achieved by the abovementioned process, two other options are available:

(1) The grievance may be submitted to the governing board in writing. The governing board will review the summary and will make one of the following determinations: (1) The governing board may decide to support the previous decision; (2) The governing board may appoint up to two board members to address the issue; (3) The governing board may address the issue in an open board format; (4) The governing board may address the issue in an executive session, in accordance with the Indiana Open Door Policy I.C. 5-15-1.5.

(2) Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a board member. Grievances regarding an administrator should be directed to the individual first, then in writing to the governing board. The governing board and grievance committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school, its staff, or students. If the constituent does not receive satisfaction from the governing board and/or grievance committee, then he must present his case or evidence to Ball State University. If satisfaction is not received from Ball State University, then the complainant must present his case or evidence to the Indiana Department of Education (511 IAC 7-45-1 of Article 7).

School Management Contracts

If the proposed school does not intend to contract with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization), mark "Not Applicable" and skip to the next section.

If the proposed school intends to contract with an ESP that already operates schools, whether in Indiana or elsewhere, the applicant should STOP WORKING ON THIS APPLICATION and, instead, complete the RFP FOR EXPERIENCED OPERATORS.

If the proposed school intends to contract with a new ESP or partner **that has never previously operated a school**, provide the following information (and provide the requested documentation as **Attachment 16**):

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

As clarification - the ESP that will be providing services to OMA does not "operate" schools. OMA retains full decision-making, hiring, oversight and operational duties and responsibilities. Indiana

Charters provides targeted services and consultation to schools throughout the state of Indiana, but is not an operator of any of these schools.

Upon learning that Otwell Elementary would be closed beginning with the 2016-2017 school year, the founding group began researching educational models and options for opening as a charter school on an expedited timeline. One of their first contacts, Nansi Custer, founder of Mays Community Academy, was very helpful with solidifying our desire to develop a rural charter school. She also guided the board to an Indiana charter school expert, Kevin Davis, who had recently formed Indiana Charters LLC.

The Charter Friends National Network, in their *Guide for Developing a Business Plan for Charter Schools*, observes that "charter school developers quickly realize that achieving their dreams for changing and improving education requires more than innovative strategies for teaching and learning. Charter schools have many of the same characteristics of start-up small businesses and face many of the same challenges. The greatest strategies for teaching and learning won't have a chance to succeed if they aren't supported by fiscally and administratively sound organizations."

As a founder of two Indiana Charter Schools in good standing (Options Charter School – Carmel, 2002-present) and Options Charter School – Noblesville (2006-present) and as COO and CEO of the Indiana Public Charter Schools Association (2012-2014), Kevin Davis, as an individual, is one of this state's valuable charter school resources. In addition to his personal experience, Kevin has approached other experienced and successful charter school leaders to contract with Indiana Charters and provide a strong, experienced and trustworthy team to ensure OMA's successful rapid start-up. As a homegrown local educational service provider, Indiana Charters seeks to assist independent, Indiana charter schools with start-up support, back-office services and mentoring.

Though this decision will be made further down the road, Indiana Charters has developed a unique transitional management option for charter schools like OMA. This program seeks to offer the highest level of business and support services at the beginning of the contract and purposely taper those services, through building OMA's organizational capacity over time. Unlike many ESP's, CMO's or EMO's Indiana Charters has a simple, amendable contract that can be terminated for any reason with 60 days notice.

The Indiana Charters transitional management plan is flexible. As an example, if a position is listed as "clerical " but is filled by a person who has had experience as a registrar and/or with IDOE compliance reporting, the model will move aggressively to bringing those services in-house, and the contract will be adjusted accordingly with Indiana Charters doing more "mentoring" and less "servicing."

Though OMA has not yet entered into an operational contract with Indiana Charters due to the uncertain nature of our staff and charter grant, the board will enter negotiations with Indiana Charter to backfill services or mentoring as required after charter approval.

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;*

SEE ATTACHMENT 16

3. *A draft of the proposed management contract;*

SEE 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;*

Indiana Charters is a vendor, providing services at the request and under scrutiny of the board of directors. Understandably, the services are significant and the board has committed to building a long relationship as we develop a high-quality charter school. However, unlike many CMO, EMO or ESP agreements, Indiana Charters offers flexibility through mutually monitoring and evaluating the relationship. We agree that among the many goals of the relationship is capacity-building so we can eventually loosen the ties and operate at the most efficient level – allowing more funds to flow to the classroom and less to operational support.

We will evaluate Indiana Charters annually and report the evaluation in a public meeting by June 30 of each year. We have the right to terminate the agreement, without financial penalty, by giving 60 days' written notice.

We understand that the board and the Educational Service Provider must be especially prudent with financial controls. All processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. While we have not committed to a longer term working relationship, one of the services provided by Indiana Charters provides qualified individuals to carry out all accounting functions and provide training and oversight to school staff. If we engage in this service, all transactions will require the approval of the Indiana Charters' bookkeeper and business manager. In addition, the school's designee must approve all transactions. Finally, the Organizer's board of directors will approve all transactions through public meeting on a monthly basis.

If the OMA elects to use credit accounts for travel and emergency situations, statements will be examined and verified monthly by both Indiana Charters and the Organizer's designee. Credit card transactions expected to be above $250.00 must be pre-approved by the business manager, and Organizer's designee must review the log monthly.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper files. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

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;*

The Organizer and Educational Service Provider have no current or potential conflicts of interest or common affiliated business entities.

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

SEE **ATTACHMENT 16**

Staffing

Staff Structure

1. *Provide, as **Attachment 17**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:*
    a. *Year 1 positions, as well as positions to be added in future years;*
    b. *Administrative, instructional, and non-instructional personnel;*
    c. *The number of classroom teachers, paraprofessionals, and specialty teachers; and*
    d. *Operational and support staff.*

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 the school.*

Staffing Plans, Hiring, Management, and Evaluation

1. *Explain the relationship that will exist between the proposed charter school 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 18**, any personnel policies or an employee manual, if developed. An employee handbook has not been developed at this time, but will be in place by July of 2016.*

The Governing Board will delegate operational responsibilities primarily to the principal. The principal will be supported through the educational services provided by the administrative mentor (if provided in an agreement with Indiana Charters). The principal will report directly to the Governing Board. He/she will supervise the school staff and will be the point of leadership for day-to-day delivery of the educational program, for school operations, and follow through on Board policy directives and budgetary decisions regarding the operations of the school. The principal will make recommendations to the Board regarding personnel and policy issues, be responsible for supervision and training of teachers and for directing the program of instruction.
The principal, in conjunction with resources provided by Indiana Charters, will also be charged with developing a school-wide system for continuous improvement in the educational program and will be responsible for ensuring that all students meet or exceed the expected school-wide learning results.

The ideal teacher to student ratio will be no more than 1 to 20.

Staffing Plans, Hiring, Management, and Evaluation

1. *Explain the relationship that will exist between the proposed charter school 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 18,** any personnel policies or an employee manual, if developed*.

Our employees will be given an at-will employment agreement, as outlined in charter school law, and an employee handbook. They will receive an updated agreement at the beginning of each school year. They will clearly understand the difference between contract and at-will employment. At OMA the intention is to hire and maintain highly qualified individuals with the passion and compassion to effectively execute our vision and mission.

Strategy and Timeline for Recruiting and Hiring. Using such resources as Teach For America and the wide teaching network of the proposed principal, we will access multiple effective pipelines in scouting talent. Other organizations such as the New Teacher Project, Teach Plus, and education students at Indiana University, University of Southern Indiana, Hanover College, University of Evansville will be accessed on behalf of OMA. OMA will not discriminate in regard to race or ethnicity during our search. OMA will prioritize any individual who best fits our school model and we recognize the importance of recruitment from a diverse pool of talent. Moving forward, we will continue to consult practitioners and experts who have a clear sense of the school we are establishing, including our wide network of Building Excellent Schools and, in turn, talent that aligns with our philosophy and are representative of the community. Recruitment for Y1 will begin immediately following authorization.

A rigorous interview process, including resume screening, phone interview, demonstration lesson with feedback, re-teaching based upon feedback, and in-person interview will be utilized to ensure the quality of candidates prior to offering a position. The hiring process is designed to ensure we are inviting candidates to join our organization who match the following criteria: **Alignment** – believes in mission and our core values; **Intelligence** - demonstrates capacity to learn and achieve; **Coachability** - takes and implements feedback; **Initiative** - is action-oriented, exudes a sense of energy/urgency; **Strong communication** – has strong verbal/written skills; **Mission alignment** – keeps highest expectations, relentlessness/grit, no excuses; **Content knowledge** – develops literacy skills in lower grades, content in upper grades; **Classroom skill** – has strong behavior management and delivers strong instruction (rigorous lesson plans/assessments); and **Team orientation** – works well with others, with mindset that team trumps individual. Ironically, we are fortunate that the closing of Otwell Elementary will create a pool of available teachers familiar with both the students and the area.

2. **Staffing Model**. OMA will: meet all federal requirements of "highly qualified" for each position; verify transcripts, test scores, and other data related to "highly qualified" status; complete a criminal background check before finalizing employment contracts; and maintain files with up-to date documentation for each teacher.

3. **Teacher Evaluation.** Evaluation criteria are aligned to the school's core values and to the actions and habits demonstrated by effective leaders. By providing clear measures, staff members know what is expected of them, and the specificity of the performance measures ensure accurate self-assessment of leadership development. The **principal** will be evaluated by the board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. The evaluation form for the principal outlines specific measures around the following school leadership competencies: **(a)** instructional expertise and leadership; **(b)** people management and development; **(c)** school culture and character development; **(d)** communication; **(e)** strategic thinking and planning; **(f)** building teams and working organizationally; **(g)** self-management and organization; **(h)** professionalism and character; and **(i)** budget, enrollment, and compliance. Results will be in writing and include in the employee's

personnel file. Decisions to renew the principal's contract will be based on the evaluation, which will incorporate the following: Mid-Year Self-Evaluation & Board Mid-Year Evaluation of the Principal; End-of-Year Self- Evaluation & Board End-of-Year Evaluation of Principal; and External School Audit

4. The **Operations Manager (if/when we hire one)** will be evaluated by the Principal prior to the end of each year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file. Decisions to renew individuals will be based on the evaluation, which will incorporate: Mid-Year Self-Evaluation and Principal Mid-Year Evaluation; End-of-Year Self Evaluation and Head of School End-of- Year Evaluation.

5. **Unsatisfactory Leadership and Staff Performance.** In the event that a teacher or school administrator is not performing to standard, s/he will be placed on an improvement plan that outlines the specific timeline necessary to make improvement if employment at OMA is to continue. While all OMA employees are at will, the evaluation cycle creates a fair, transparent process wherein teachers have regular updates on their progress and their standing with regards to continued employment. In cases where an instructional concern may lead to termination, employees will have received frequent observations, feedback, and opportunities to improve.

6. **Compensation System.** When it comes to student achievement across all socioeconomic levels, talented teachers are the critical factor. Research shows that having high-quality teachers in the classroom is the single most important factor driving increased student achievement. OMA will work diligently to recognize teachers for their continued efforts to lean along with their students and close achievement gaps. The compensation afforded OMA staff will be in alignment with the local market trends and neighboring school districts.

7. **Employee insurance and benefits.** Insurance and benefits will be provided to full-time salaried positions and are calculated at 33% of salary amounts. The average teacher salary of $42,500 is based on the Pike County salary schedule for a teacher with a Master's Degree and five years' experience. All listed salary positions and hourly positions will ideally receive a 3% raise each year.

8. Evaluation Tools: Attachment 19

Professional Development

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

1. Identify the person or position responsible for professional development.

Professional Development: The principal will ensure that professional development is aligned with the evaluation standards of teachers, educational philosophy of the school, and the required measures necessary to elevate student achievement. OMA will strategically rely on internal and external professional development to ensure a full, seamless, and highly successful implementation of our rigorous academic program. OMA will budget $6,000 per year for ongoing professional development purposes, including July Professional Development (PD) and May end-of-year PD, and we will provide PD devoted solely to professional development of staff every other week. The staff will have access to approximately 40 hours of internal professional development over the course of the school year.

2. Professional Development Before School Opening. Prior to the start of each school year, teachers

will participate in a series of professional development sessions. In the school's first year of operations and ongoing thereafter, teachers will attend 18 after school sessions of professional development throughout the school year, with 5 full eight-hour days before the start of school. This professional development is designed to ensure teachers will be able to: **(a)** Internalize our structured, supportive, and achievement-oriented school culture and produce strong academic gains for all students; **(b)** Establish and maintain a structured, disciplined, achievement-focused school and classroom environment that upholds high academic and behavioral expectations for every student and embodies the school's college-preparatory mission; **(c)** Hold each student accountable to behavioral and learning expectations, including following and implementing policies for such things as uniforms, homework, and academic support; **(d)** Analyze assessment data and use it to craft strategic instructional action plans to close skill gaps and accelerate academic achievement; **(e)** Use Indiana Academic Standards, and standards-based and internal standards to develop unit assessments, unit plans, and lesson plans that allow students to access and master grade-level skills and content each year; **(f)** Craft project-based lesson plans that are rigorous for the grade level and that include sufficient time for independent practice and concrete checks for understanding to assess to what degree each student met the lesson objective; **(g)** Serve special needs students appropriately and effectively to ensure they reach ambitious academic goals in accordance with their Individualized Education Plans; **(h)** Participate in a professional learning community in which each educator is responsible for seeking and accepting critical feedback and support and committed to improving professional practices in order to advance student achievement; and **(i)** Commit to upholding the school-family-student commitment and expectations defined in the staff handbook and Family and Staff Accountability Contract.

3. Professional Development During the Year. During the week following administration of interim assessments throughout the year, the principal and teachers will participate in a professional development session targeted at analysis of interim results. The principal will facilitate analysis of assessment results, identification of trends in student progress and gaps in skills and proficiency levels, and creation of instructional action plans for individual students, sub-groups, classes, and grade levels. At least once a week, the teachers and principal will devote an hour to working in professional learning communities, preparing for instruction and assessments. During professional development, teachers, led by the principal, teacher leaders and/or outside consultants, will: **(a)** examine research, observation data, lesson plans, assessments, videos of instruction, and student outcomes in a strategic focus area for improvement (i.e. phonemic awareness, making inferences); **(b)** model and practice instructional strategies; **(c)** identify concrete short-term action items to improve their practice; and (d) norm lesson plans and execution. In additional to formal annual observations and evaluations, the principal will observe all teachers a minimum of once per week throughout the academic year and provide targeted feedback to reinforce effective practices and facilitate improvement.

4. Professional Development Evaluation. As a 100% results-oriented school, professional development is evaluated for its effectiveness based on student achievement data. The principal ensures the efficacy of teacher support systems and implements modifications when satisfactory results are not being achieved. OMA's commitment to professional development is demonstrated by our use, prioritization, and quantity of dedicated time. Over the course of each year, OMA will spend 400+ hours improving the impact of our craft on student achievement. At two points each year, OMA will provide staff with a survey on the quality of professional development and ask staff to identify two things they find successful about professional development and two things they wish they could change. Data points are used to improve effectiveness. As the principal plans for the next year, this feedback informs any changes.

Performance Management:

Ball State University will evaluate the performance of every charter school annually 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 BSU's performance standards with school-specific academic or organizational goals.

1. **Educational Goals:**

   The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.
   Martin Luther King, Jr.

The student to whom we will be entrusted will:

- care and want to give back to their community
- persevere
- have integrity and self-respect
- have moral courage
- be able to use the world around them well
- speak well, write well, read well, and work well with numbers
- truly enjoy their life and their work
- be lifelong learners
- be passionate
- be ready to take risks
- be able to problem-solve and think critically
- be able to look at things differently
- be able to work independently and with others
- be creative

SMART Goals:

All students will achieve 80% mastery in ***all*** disciplines before moving on to the next grade level.
All students will develop the character to become productive, giving, caring members of society.

Measures and Assessments:

The relationship between a teacher and a student is a very strong one, partially because the school will remain small; but also because of our mission, vision, and core values. As a result, our teachers are able to assess the day-to-day growth and achievements of each student in a deep, and

comprehensive manner. Every year teachers have conferences with parents in the spring and the fall, and compose extensive written reports that discuss not only the student's academic progress, but their social and emotional well being. The third written report is an even more conclusive year-end evaluation. In accord with the federally mandated RtI program, OMA will use Tier 1 school-wide screenings to assess the progress of our students, and identify students at risk for school failure, both academically and socially/emotionally. The screening will also be helpful to teachers in identifying the possible areas of improvement for the general classroom. Those students needing extra attention will work in small groups with the classroom teacher or highly qualified assistant. Students who have additional social/emotional needs will have the opportunity to meet as a group with the counselor. In Tier 3, after a full evaluation, students receive the most intensive intervention by a Special Education professional.

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

It is the goal of OMA that:

• All teachers are proficient in project based instruction and highly qualified educators.
• We give back to the community through service learning projects and community service.
• We offer the community artistic performances, including plays, concerts and examples of student accomplishments.
• We grow enough food in our school garden to give back to ourselves and to community organizations, such as the local food pantry
• Our students move to the next level of learning with the will, skill, capacity and knowledge to bring about positive change to themselves, others, and their community.
• We create an environment of respect, where everyone is valued and each voice is heard.
• We are transparent and are communicative with students and the families we serve.
• We create a community of teachers where everyone is supported and encouraged to teach with freedom and creativity.
• Each child leaves fifth grade as fully prepared to succeed in a rigorous high school program.
• Our budget will continue to have increased income over expenses from year to year.
• We have 60 days cash surplus in reserve by our fifth year.
• We retain 90% of our students from year to year.

Measures and Assessments for Above Goals:

Teachers will compile an annual self-evaluation that includes teaching goals they met, administrative feedback, and an overall school assessment. After fall conferences, parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. A second parent survey will be distributed and collected at the end of every school year to measure continued parent satisfaction. OMA will collate the information gathered from the teacher self-evaluations and parent surveys and evaluate the results for improvement in the coming year. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, OMA will strive for a 90% student retention rate (excluding exiting

graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the OMA program has met or not met their student's expectations and/or needs. This information will be analyzed and reviewed by the Governing Board. OMA will make every effort to provide all stakeholders, especially parents, with the progress and development of the school. We will also ask that graduating students (and their parents) complete exit interviews so that we may continually improve the quality of our school. Finally, we will ask that the Governing Board provide an end-of-year evaluation that looks not only at school achievement, but at our fiscal accountability and our service to the community.

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

Assessment System: The assessment system plays an important role in changing the culture of a school to one that focuses on student outcomes and accepting rigorous accountability. This focus is driven by "assessment for learning," which serves to help students improve. The key is not merely to determine the current status of learning but also to promote greater learning. This important difference includes teaching students to understand what the assessment means to them. The key is for students to become self-assessors.

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments are an integral part of the education model because they measure instructional effectiveness and student achievement. In particular, formative assessments are the processes used to drive instructional practice since they provide a systematic and regular measurement of students' progress in the classroom. Further, timely and specific feedback based upon formative assessments of student performance on grade level standards establishes individualized goals for all students (Marzano).

Focus Beyond Mandatory State Assessments:

- Redesigning and then implementing the formative achievement tests in a teacher-designed format before the lesson is delivered using Goal Clarity Window (GCW) design.
- Pre & Post tests will be utilized to assess knowledge.
- Training teachers to utilize depth of knowledge (DOK) questions (Level 1 to Level 4) to design these formative tests.
- Using frequent formative and benchmark testing to continuously adjust instruction based on results.
- Using data and data walls with all teachers for continuous monitoring of

students and frequent adjustment to student instruction, especially for intervention students.

- Developing formative tests matched to specific standards or clusters of standards drawn from the Indiana State Standards.

- Using grade-level teams and vertical teams to dialogue about results—with colleagues, parents, and the BLT.

- Continually providing PD regarding formative and summative assessment and how to apply the results to improve student achievement. The assessments we plan to use include:

- Acuity: summative benchmarks three times per year—to determine what standards students have mastered (mid-year assessment will be optional for teachers)

- Goal Clarity Window: formative assessment as determined by standards and grade-level teams, usually administered every one to three weeks

- Additionally, Dibels will be used for all students k-3.

4. *Academic progress, measurement and evaluation:*

OMA students will be assessed using formative and summative assessments, a variety of alternative assessments, and the required assessments, such as ISTEP+, IREAD-3, NWEA, and ECA. Both formative and summative assessments are imbedded in our project based activities. For example, teachers observe students daily in the morning circle and when appropriate, take anecdotal notes regarding any notable needs a child might have or significant gains/improvements. Formative assessments will be taken on students' daily work in mathematics and language arts.

OMA will hold parent/teacher conferences in both the fall and spring, where anecdotal evidence will be presented, student portfolios, and student performance on end-of-unit exams explained. Four progress reports in narrative form with notations will be disseminated to parents/guardians during the course of the school year. These reports will document student progress in relation to the specific State Standards as they align to the curriculum. At the end of each year, teachers will provide parents with an extensive, criterion-based written report detailing the student's level of success. These reports will be accompanied by assessment rubrics so parents receive both a quantitative and qualitative measure of their child's development.

The principal will be responsible for collecting and analyzing student achievement data. The state mandated tests in language arts, mathematics, and other mandated subjects will be administered annually, in compliance with federal and state requirements. Since individual results on this assessment will be reported back as student performance levels, OMA will use this data to identify students' proficiency on grade-level standards.

OMA teachers and instructional leaders will then be better equipped to make key decisions regarding individual students, as well as school-wide programs and courses. The data will be used in tandem with other evidence from our multiple assessment program to design appropriate support systems for students who need supportive instruction, remediation, or enrichment. Results from state achievement tests will also be used to set individual student goals as well as school-wide goals.

At this learning institution, academic progress is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the education model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, explain, and predict the elements needed to facilitate each student's mastery of the Indiana Academic Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student. The components below create a cycle that teachers follow to ensure students are mastering all of their grade level standards in the curriculum.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pretests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The schools' leaders and teachers will analyze baseline data from the school's student information system and then provide targeted professional development to equip teachers with the instructional strategies that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation techniques to ensure that each student is making progress towards mastery of specific skills and content. By using this innovative approach of data-driven instruction and basing teacher support around meeting the needs of each student, the schools will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments are an integral part of the education model because they measure instructional effectiveness and student achievement. In particular, formative assessments are the processes used to drive instructional practice since they provide a systematic and regular measurement of students' progress in the classroom. Further, timely and

specific feedback based upon formative assessments of student performance on grade level standards establishes individualized goals for all students (Marzano).

Component 4: Grading

Academic grades will only reflect the standards taught. Grading a student's work solely on standards allows the schools to have a true indicator of the proficiency level of students since non-academically related aspects such as neatness and timeliness will not skew grades. Students will be given enough opportunity to practice what is taught and multiple opportunities to master a concept.

Component 5: Reporting

Formative assessments will be graded at the most specific level of the Indiana Academic Standards to facilitate data collection. As the data is collected, it is reported within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed according to the specified standard for targeting individual student needs on specific skill expectations. It will also give teachers, parents, and students access to online student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers, and administrators with information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Based on the data, teachers and administrators will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction. This allows teachers to reach students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that the schools do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction until all students have mastered the standard.

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

The principal or designee will be responsible for managing the data, interpreting it for classroom teachers, and or coordinating professional development to improve student achievement. Experienced administrative mentor(s) provided through our arrangement with the ESP will assist school staff with these tasks.

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

Teachers will receive training in the following areas:

- Administration and Data Analysis of Dibels Data
- Marzano's Essential Instructional Strategies
- **High-quality teacher training** developed by Marzano Center practitioner

experts on topics such as
    - Facilitating complex learning;
    - Helping students engage in cognitively complex tasks;
    - Instructional decision-making;
    - Standards-based planning on measurement topics;
    - Reflection on lesson outcomes, with action plans for intervention and enrichment.
- **Integrated monitoring tools**, to help teachers transition their instructional practice in profound ways.
- **Parallel training for teacher-coaches** to ensure fidelity within professional learning communities and in one-on-one mentoring.
- **Student feedback components** to help teachers monitor the success of their strategies, provide differentiated instruction, and recalibrate their practice as necessary.
- Brain Compatibility and its use in the Elementary Classroom
- Using Data to Drive Instruction
    - Interpreting NWEA reports

Teacher Support:

- The principal will be in the classrooms observing almost daily to give constructive feedback.
- Teachers will be given time for collaboration.
- Administration and the board will have an open door policy for staff.

7. Corrective Action:

The founding members of OMA came together because they know that they can create a great school. OMA fully expects the curriculum and instructional strategies to produce great results. However, if at any time the data supports evidence that the proposed curriculum or instruction is not effective, OMA will take immediate action to correct it.

While the nature of the question of **corrective action** implies "reaction," OMA believes these processes are on-going and provide a "proactive" method to make corrections on route to high academic achievement.

School-wide level:

If OMA is not successful on a school-wide level, the school would look to determine if it is our curriculum or our instructional strategies that are falling short. OMA would continue to research the most current best practices in reading, writing, math, science, and social studies and modify our curriculum and/or instructional strategies to ensure students are successful.

Classroom level:

If not successful on a classroom level, then the school would first look at the practices taking place in that classroom (i.e., the teacher). If it appears a teacher is not effective, the principal will implement an improvement plan. The teacher will be observed, given feedback, and supported to the fullest extent to ensure steady improvement. The amount of time that a teacher is given to improve will depend on the initial struggles. If

at the end of the improvement plan timeline the teacher is still not making gains, the teacher will be removed from the position.

Individual student level:

When an individual student is not successful, the Response to Intervention (RTI) team will convene to identify the struggles and name the interventions necessary. The interventions will depend on the student's needs. The interventions could be behavioral, academic, or social. If, after the interventions are in place, the student continues to struggle academically or behaviorally, the RTI team will reconvene to evaluate the current interventions and identify next steps. The team may propose additional interventions or they may refer a student for an educational evaluation. Corrective actions could be triggered many ways. If a student, or group of students, is not performing well on an assessment we would assess necessary actions to improve results. If multiple students in one class are not performing well, we would investigate if it is related to teacher effectiveness or if it is an anomaly with that particular group. The Principal is ultimately responsible for overseeing that the necessary changes take place either school-wide, in a classroom, or on an individual level.

Facilities

1. N/A

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.*

OMA will be located within the boundaries of the Pike County School Corporation.

The primary school facility choice is located on the land adjacent to the Otwell Community Center, 2310 N. Spring Street, Otwell, IN 47564.

Should the Pike County School Corporation place the Otwell Elementary School building on the Indiana Department of Education's *Unused Facility list*, OMA will consider the use of this site. OMA's choice of portable classrooms allow the school to move into the Otwell Facility at a date later than its original opening – if so desired. This building is located at 1869 N SR 257, Otwell, IN 47564.

See attachment 21 for floor plans

Start-Up & Ongoing Operations:

1. *Provide, as **Attachment 22**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.*

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.*

   OMA will contact the School Board of Pike County Community School Corporation for assistance, as bus routes will run by the school on a regular basis. The corporation

currently, through a contracted service provider, provides hub-based transportation system for the local schools utilizing the three elementary schools as transfer stations. OMA will explore recent legislative changes that allow charter schools and school corporations to contract for services.

A contracted provider that has not been selected at this point will provide transportation for field trips and/or athletic events, but the school corporation has begun a policy in which certain athletic groups must purchase these transportation services. OMA will similarly purchase these services. OMA will seek transportation services from a provider that participates in all state and federal school bus safety regulations.

3. *Provide the school plan for safety and security for students, the facility, and property.*

   Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of the board. Policies will be developed in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation. The principal is responsible for seeing that day-to-day practice of safety is a part of the school, including the instructional program. Policies will address the following: **(a)** Fire protection, **(b)** Accident prevention and reporting procedures, **(c)** Indoor air quality plan and asbestos inspections, **(d)** Multi-hazard plan, **(e)** Warning systems, **(f)** Emergency drills (local and community wide including fire, severe weather, earthquake and bomb threats), **(g)** Emergency closings, **(h)** Traffic safety, **(i)** Traffic and parking controls, **(j)** Safety inspections, **(k)** First aid, emergency medical care, infection control, **(l)** Student/employee provision of required health records and required immunizations, **(m)** Staff TB clearance and background checks, **(n)** Reporting of suspected child abuse/neglect, **(o)** Sexual harassment, and **(p)** Establishment of alcohol / drug / tobacco / violence free environment. Other topics for policy establishment will be determined via review and compliance with Indiana state policies and procedures.

4. **Additional Security**. Procedures to adequately protect school property shall include, but not be limited to: Controlling the issuance of building keys and master keys and access cards and security cards; Permitting access to classrooms, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty supervision; and Procedure for securing teacher work areas when being left unattended or at the end of the day. All visitors must sign in at the main office and wear identification prior to admission to the general school building. The principal will secure assistance from law enforcement officials when deemed necessary to maintain order or security during the school day or during extracurricular activities. The principal shall call the local police in cases involving illegal entry, theft or vandalism. The principal will notify the board within 24 hours after each case of vandalism, theft, building damage and illegal entry. The board is authorized to sign a criminal complaint and press charges against perpetrators of vandalism against school property.

5. Provide, as **Attachment 23,** a list of the types of insurance coverage.

Operations Capacity

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

- **Staffing;** The primary responsibility for staffing will be given to the school's principal. The principal will be encouraged to include additional expertise from one or more members of the community or board, and any administrative mentor contracted from our ESP. The board, however, will hire the principal. Many of OMA's board members have had extensive human resource experience, and will utilize their expertise to recruit, interview and hire the best candidate to serve as school principal.

- **Professional Development;** The principal will develop, revise (as needed) and execute the Professional Development Plan. Especially during the summer pre-service phase, curriculum experts should we elected to hire one through an ESP agreement will assist the principal. These will include trainers from the major curriculum providers, project based instruction professionals, assessment professionals and our administrative mentor.

- **Facilities;** Michael Houtsch, board president is highly qualified to oversee facilities acquisition, completion of project, inspection and permitting. Please see resume for additional information.

- **Performance management and general operations;** The principal (yet to be hired) will have qualifications analyzing, interpreting and managing student academic performance data. Kevin Davis, CEO of Indiana Charters may be contracted to assist with performance management. Kevin has 24 years of experience leading schools and organizations with performance management as a method to reach high expectations. It is understood that performance management extends beyond student performance to financial management; state, federal and authorizer reporting; and general operational effectiveness. Performance management activities will include, at a minimum, all performance frameworks utilized by Ball State University's Office of Charter Schools. The board of directors will develop a Board Strategic Calendar to regularly check progress and compliance.

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

Though the OMA board of directors has many skilled and experienced members to assist, board president Michael Houtsch, Associate Professor of Architectural Studies, Vincennes University, is the key resource for all facility issues. Mr. Houtsch has a complete knowledge of building and construction, including architectural design and extensive experience (15 years) in carpentry. Please see Mr. Houtsch's resume for full information.

Section 3. Budget and Financial Plans
Financial Plan

No page limit for budget narrative, include as Attachment 25.

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

OMA may contract with Indiana Charters to assist the governing board's Chris Hallett and Michelle Houtsch (see respective resumes for qualifications) establish accounting, purchasing, and payroll processes. The governing board's approach is to assist the school in finding the best possible administrative staff prior to startup while continuing to provide detailed oversight. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff. Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters may be contracted to provide qualified individuals to either carry out all accounting functions, to provide training, or periodic third party oversight to school staff.

Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be property of OMA. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board. Indiana Charters may be contracted to assist OMA in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

2. *Submit the Charter Application Budget Worksheets (provide the completed Budget Worksheets as **Attachment 24**, and be sure to complete all Budget Worksheets).*

3. *As **Attachment 25**, present a detailed description of 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. Contact Indiana Department of Education to determine your per pupil funding estimates.*
   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 core operation depends.*
   c. *Discuss the school'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.*

4. *Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and*

reporting procedures and requirements that apply to public schools operating in Indiana.

The State Board of Accounts is the state agency, designated by legislation, with responsibility for the audit of public funds received and disbursed by public offices and officers, state offices, state institutions, and any other entities receiving or disbursing public funds. As part of the annual audit OMA will contract with a private examiner to conduct an annual/biennial audit. The auditor selected to perform the annual audit shall be required to complete the financial audit, the compliance audit and, if applicable, the OMB circular A-133 audit.

OMA has not selected a firm to perform its annual audit.

5. *If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as **Attachment 26**: (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.*

***In developing your budget, contact Indiana Department of Education to determine your per pupil funding estimates. These figures are based on figures from _____ and should be used for planning purposes only.**

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APA formatting by BibMe.org.

Attachment 1

Board Member Resumes

MICHAEL A. HOUTSCH

2935 N St Rd 257, Otwell, IN 47564
Ph: (812) 354-2270
mhoutsch@vinu.edu

Professional Summary

Responsible Associate Professor, proficient in Architectural Studies and Residential Construction. Passionate and motivated, with a drive for excellence. 25 years in College Education and 15 years in Carpentry.

Skills

- Highly proficient using and teaching AutoCAD and Revit software.
- Very well organized.
- Excellent problem solver.
- Complete knowledge of buildings and construction.
- Experienced in curriculum development and implementation.
- Knowledgeable on the workings of a University.
- Complete assigned projects on time.
- Proficient in classroom management.

Experience

Associate Professor of Architectural Studies — *Aug 1991 - Present*
Vincennes University - Vincennes, IN
Teach all aspects of the Architectural Studies Program while specializing in teaching AutoCAD and Revit software.

Architectural Drafting Technician — *Jun 1987 - Aug 1991*
Universal Design - Ferdinand, IN
Worked on several different types of commercial building structures creating construction drawings using manual drafting techniques.

Carpenter — *Jun 1973 - May 1988*
Houtsch Construction - Otwell, IN
Built and remodeled structures covering all aspects of residential construction including: foundations, framing, roofing, masonry, plumbing, hvac, electrical, finish carpentry, concrete work, etc.

Education

Bachelor of Science: Industrial Technology Education — *May 2006*
Indiana State University - Terre Haute, IN
GPA 3.8

Associate of Science: Architectural Studies — *May 1989*
Vincennes University - Vincennes, IN
GPA 4.0

Associate of Science: General Education — *May 1978*
Vincennes University - Vincennes, IN
Took courses in Accounting and Construction Technology

ROBERT N. RHODES

Post Office Box 27, Otwell, Indiana 47564
Phone: (812) 354-2368

OBJECTIVE: OPERATIONS, TRAINING, OR PUBLIC AFFAIRS MANAGEMENT

CAREER HISTORY

More than 25 years of documented success at supervisory duties in all levels of operation and training management. Hands-on experience and unparalleled success in leadership and personnel management of all size groups. Demonstrated master at motivating individuals and groups to produce more and better efforts. Expert at organizing major projects never before attempted.

EDUCATION

MSSM (Masters of Systems Management), University of Southern California.
BA (Journalism and Speech), University of Evansville, Evansville, Indiana
USAF Undergraduate Pilot Training, Webb Air Force Base, Big Spring, Texas
Total Quality Management training includes facilitator and project manager
Microsoft Office training includes Word, Excel and Power Point.
Lived three years in the Philippines and four years in Germany.

PROFESSIONAL EXPERIENCE

LEADERSHIP

- Commanded 267 aircrew and maintenance experts doing VIP airlift operations on five continents with 19 aircraft of six different types. Highest morale and mission accomplishment ever measured—***100% mission effectiveness.***

- Directed a worldwide network of 150 inspectors who investigated allegations of wrong doing within the US Air Force. ***Reduced investigation time by 67%, nearly doubled output, and eliminated a two year backlog of investigations.***

OPERATIONS

- Spearheaded the design, construction, and implementation of the first Air Force Inspector General training addressing complaint investigations. ***Resulted in major improvements in an already first place government watchdog program.***

- Redesigned the crisis response system for US airlift forces flying in Europe, Africa and the Middle East, controlling both real world and training missions. The resulting system successfully tested in 1989 by the first ever Europe wide inspection. ***Then, tested again in 1990 during the crucible of DESERT SHIELD/STORM–the largest airlift effort in history. The system worked!***

- Designed and implemented a nation wide, strategic long range planning system for the National Guard—orchestrating the inputs of 54 regional chief executives. Conceived, organized, and executed three, nearly flawless, national training meetings for several hundred National Guard members, ***resulting system still used a decade later.***

TRAINING

- Repeatedly developed training programs where none existed before with outstanding results. Designed and implemented three, national training programs—complaints investigation, long range planning, and contingency response systems--which produced quantum improvements every time. ***Each program was "too tough to do" for predecessors, but continues in use today.***

FINANCIAL

- Managed $130 M in equipment and facilities, $1.3 M annual operating budget, $30 M maintenance budget. ***Eliminated previous 140% overfly***.

PUBLIC AFFAIRS

- ***Honor Graduate of Defense Information School*** with undergraduate degree in Journalism and Speech. Directed regional advertising program for AF Recruiting Service which took his unit to ***first place national standing from historic basement dwelling rank.*** Experienced speaker and published author.
- Air Force expert in harassment, discrimination, and fraud investigations.

WORK HISTORY

Director, Regional Security Studies Professor, Leadership and Ethics	Air War College Maxwell Air Force Base, AL	January 1997-June 1998
Director of Inquiries Secretary of the Air Force Inspector General	Pentagon Washington, DC	July 1994-January 1997
Student Air War College	Air War College Maxwell Air Force Base, AL	August 1993-July 1994
Deputy Commander 86th Operations Group	86th Fighter Wing Ramstein Air Base, Germany	April 1993-July 1993
Commander 58th Airlift Squadron	608 Airlift Group Ramstein Air Base, Germany	January 1992-April 1993
Director of Operations 58th Airlift Squadron	608th Airlift Group Ramstein Air Base, Germany	April 1991-January 1992
Chief, Combat Operations Division	322nd Airlift Division Ramstein Air Base, Germany	June 1989-April 1991
Chief, Long Range Plans National Guard Bureau	Pentagon Washington, DC	June 1986-June1989
Contingency & Regional Plans Officer Headquarters, Military Airlift Command	Scott Air Force Base, IL	June 1983-June 1986

References available upon request.

Robert N Rhodes

10172 East County Road 200 North
Otwell, IN 47564
Home Phone: 812-354-1368
E-Mail Address: rrhodes354@aol.com

PERSONAL

Seeking a position in elementary or middle school education.

EDUCATION

Bachelor of Science Elementary Education, University of Southern Indiana
Middle School Certification in Social Studies and Language Arts, License # 746957, Issued May 16, 2003

Masters of Systems Management University of Southern California, June 1983

Bachelor of Arts University of Evansville, June 1972
Major: Journalism and Speech

TEACHING EXPERIENCE

Substitute Teacher, numerous local school corporations Fall 2003
Substitute Teacher in Greater Jasper Community, Loogootee Community, Pike County, Southwest Dubois, Washington Catholic and Washington Community School Corporations. Thus far in the 2003-2004 school year, majority of assignments served at Washington Catholic School Corporation or Huntingburg Elementary, Southwest Dubois Community School Corporation.

Substitute Teacher during pregnancy leave, Washington Catholic Middle School Fall 2003
Started school year teaching sixth and seventh grade for 8 weeks during maternity leave. Subjects included language arts, mathematics, and physical education (elementary classes). Work included Parent/Teacher Conferences, administering ISTEP and Northwest tests.

Management Instructor, Vincennes University-Jasper Campus Fall 2003
Currently teaching a Basic Principles of Management 250 night class at the Martin County Learning Center in Loogootee.

Substitute Teacher, numerous local school corporations Spring 2003
Substitute Teacher in Greater Jasper Community, Loogootee Community, Pike County, Southwest Dubois, Washington Catholic and Washington Community School Corporations; served 123 days including the 53 days in the 2002-2003 school year. Majority served at Ireland Elementary, Greater Jasper School Corporation or North Elementary, Washington Community School Corporation.

Substitute Teacher during pregnancy leave, Ireland Elementary, Ireland, IN Fall 2002
Started school year teaching third grade for 10 weeks during pregnancy leave. Subjects included language arts, social studies, and ability grouped mathematics class. The class included a special needs student. Work included the initial 53 class days, entire first grading period with computer generated mid-term reports and grade cards, Open House presentations, Parent/Teacher Conferences, administering ISTEP and Northwest tests, and participation in North Central Accreditation visit.

Substitute Teacher Greater Jasper, Loogootee, Pike County, South Knox, and Washington Schools Spring 2002
Taught nearly 50 additional days at mostly middle and high school levels, all subjects.

Student Teacher Ireland Elementary, Ireland, IN Fall 2001
Taught third grade for 10 weeks, all subjects including ability grouped mathematics class. The class included a special needs student. Participated in meetings working on Public Law 221 implementation and several outside activities.

Student Teacher Jasper Middle School, Jasper, IN Fall 2001
Taught seventh grade social studies for 5 weeks, subjects focused on world geography with a special look at Africa and the Middle East. Employed a "simulation" game to emphasize the individual's role in family and village life of West Africa.

Field Experience
Ireland Elementary, Barr-Reeve Junior-Senior High, Montgomery, IN
Observed and participated with Fifth Grade at Ireland Elementary and Junior American History and Senior Economics at Barr-Reeve High School. Taught two classes on the Civil War including a "sand-pit" briefing on the Battle of Gettysburg for Fifth grade and taught one class each subject at Barr-Reeve.

Volunteer Counselor, 21st Century Scholars Program, AmeriCorps, 1999-2000
Summer tutoring program and school counseling visits

Substitute Teacher Pike County School Corporation, Petersburg, IN 1998-1999 School Year
Over 120 days experience in elementary through high school levels in one academic year.

Air Force Colonel, Professor of Leadership and Ethics Air University, Maxwell AFB, AL 1996-1998
Taught Leadership and Ethics to a highly select group of senior officers (U.S. and foreign) and civilian equivalents.

OTHER EXPERIENCES

Twenty-six years, commissioned active duty service in the Air Force including assignments in the Philippines and Germany. Held positions as a Command Pilot with over two thousand hours flying time in nine different types of aircraft; a former flying squadron commander and group deputy commander.

Air Force jobs included work in long-range planning, war planning, advertising, education, and complaint investigations.

CAMPUS ACTIVITIES

Dean's List, 4.0 GPA during teacher education studies

Member Student Educator Association, Kappa Delta Pi, and Pinnacle National Honor Society

AFROTC Group Commander
Organization and execution of underclass cadet training

President, Student Union Board (twice)
Organization and execution of campus wide social activities

Tau Kappa Epsilon fraternity, chapter officer and public relations chairman
Twice received national awards for local public relations programs

SPECIAL HONORS AND SKILLS

Awarded the Legion of Merit upon retirement, other awards include Meritorious Service Medal (6), the Air Medal, the Joint Meritorious Service Medal and the Humanitarian Service Medal

CPR and Life saving qualified, certified open water SCUBA diver
Certified in Microsoft Word, Excel and Power Point

REFERENCES

Personal references are on file at University of Southern Indiana and will be supplied upon request.
Complete Air Force resume is available.

Emily Willis
34 North County Road 950 East
Otwell, IN 47564
Phone: 812-766-2574

EDUCATION

Graduated Pike Central High School in the year 2000.
Graduated with an Associate Applied Science degree in Administrative Office Technology from Vincennes University Jasper Campus in May 2003.

SKILLS/ABILITIES

- Successfully completed college courses in software programs such as: Excel, Spreadsheets, Access, Database, Presentation Software (PowerPoint), Microsoft Windows, Microsoft Word, and Medical Manager.
- I am certified as a Microsoft Office Specialist.
- Successfully completed OPAC (Office Proficiency Assessment Certification) exams.
- Trained in keyboarding, Records Management, Business English, Office Management, Integrated Business Software, Office Automation, Introduction to Business, and Personal Computer Management.
- Acquired a background in modern theory and practice in office organization and management which included current office systems and technology, setting priorities, decision and problem solving, and maintaining public and personnel relationships.

EMPLOYMENT

- Volunteer work during high school in main office, library, and peer tutoring
- Volunteer work during college in the study skills lab
- Summer 2000, Touch of Class, Huntingburg, Indiana
- Secretary for Willis Turkey Farm, Fall 2000 until Fall 2003
- Secretary at Presbyterian Church, September 2003 to July 2004
- Program Coordinator II and Library Preschool Teacher at Pike County Public Library August 2004 to 2006
- Library Clerk at Pike County Public Library from 2006 till present time

Rosemary Rhodes, 10172 E. County Road 200 North, Otwell, Indiana 47564

Personal Data

Birth Date: April 24, 1958
Marital Status: Married
Physical Condition: Good

Work Experiences

June 2015 –September 2015- Assistant Manager, Stage Stores; Orientation with new Store Manager, customer service, training new employees, and stocking merchandise

June 2015 to September 2015 - Waters of Huntingburg; Staff Nurse caring for the elderly, learning the protocol of new paperwork and guide lines for Indiana State regulations.

October 2012 to June 2015 – Store Manager, Stage Stores; supervising 11 to 15 personnel, scheduling and maintaining budget, ordering supplies, customer service, maintaining store protocol; reports to District and Regional managers; responsible for interviewing, hiring, and training

August 2012 to January 2013 – Davies Community Hospital, Home Health & Hospice Nurse, specializing inpatient assessment, phlebotomy, sterile procedures, teaching; part time position

October 2010 to October 2012 – Retail Sales Associate, Goody's – Stage Stores

August 2004 to October 2008 – Retail Sales Associate, Klink's Hallmark, Jasper, Indiana

December 1998 to September 2005 – Memorial Hospital, Jasper, Indiana; PRN Staff Nurse, specializing in acute Mental Health

August 1998 to August 2002 – Regional Kidney Care, Evansville, Indiana; Dialysis Staff Nurse, specializing in hemodialysis

October 1997 to May 1998 – Winn Dixie Food Stores, Montgomery, Alabama; resigned due to military orders

January to August 1997 – St Edward's Mercy Medical Center-Intensive Care Unit Staff Nurse; specializing in acutely ill; resigned due to marriage and moved out of area

June to November 1996 – MedTec-Neurosurgical Associates of Fort Smith – Clinic Nurse – General office procedures, scheduling procedures, obtaining x-rays, and medical files; part time position

December 1991 to December 1996 – Sparks Regional Medical Center – Staff Nurse on renal floor, specializing in acutely ill renal, dialysis, and peritoneal dialysis patients; specializing in acute mental health

June 1990 to December 1991 – Rymer Foods, Van Buren, Arkansas – Plant Nurse; specializing in emergency situations, Personnel Department, Workman Compensation claims

1989- to 1992 – Advantage Home Health – Home Health Nurse; specializing in patient assessment, phlebotomy, sterile procedures, teaching; part time position

June 1984 to December 1990 – Holt Krock Clinic – Dialysis Unit Staff Nurse; specializing in hemodialysis

March 1982 to June 1984 – Sparks Regional Medical Center – Staff Nurse; specializing in acutely ill renal patients

March 1981 to June 1981 – St Edward's Mercy Medical Center – Staff Pediatrics Nurse

Education

BLS (CPR/AED) Instructor – American Heart Association – April 17, 2001
Mantoux TB Skin Test Class – November 19, 1998
RN – AND – Westark Community College, Fort Smith, Arkansas – December 1996
LPN – Arkansas Valley Vocational-Technical College, St. Edwards Mercy Medical Center, Fort Smith, Arkansas – March 1981

Referrences

Joan Whitehead
PO Box 52
Otwell, IN 47564

812-354-8525

Peggy Capozella
5185 N Knox Rd
Petersburg, Indiana

812-354-5408

Lynn Williams
R.R. 2, Box 24
Washington, IN 47501

812-254-9838

Cheryl May
179 W 150 S
Washington, Indiana 47501

812- 617-9598

MICHELLE L. HOUTSCH

2935 N. State Road 257
Otwell, IN 47564
Cell: 812-582-0555
E-mail: houtsch_06@hotmail.com

EDUCATION

Indiana University Southeast — New Albany, IN
Bachelor of Science Degree — May 2011
Concentration in Accounting and in Finance
Dean's List for Spring '08, Fall '10, Spring '11
Completed 150 credit hours toward CPA certification

WORK HISTORY

Centennial Group, Inc. — New Albany, IN
Staff Accountant — August 2010-August 2013

- Perform monthly bank reconciliations for multiple accounts; generate various reports
- Contact and follow-up with customers on aged receivables
- Process bi-weekly payroll using APS payroll system; maintain employee files
- Accounts Payable functions: create and process invoices, assist with check runs, matching/filing invoices to checks, resolving discrepancies on vendor statements, reconcile and match receipts to company credit card statements
- Customer service: answering customer questions and taking orders via phone and email
- Order entry; assist with monthly and year-end closing; interaction with multiple departments
- Assist Supervisor, perform other duties/projects as assigned

Target — New Albany, IN
Cashier/Sales Floor — July 2010-Sept. 2010

- Stayed true to their motto of being Fast, Fun, and Friendly
- Provided excellent customer service

Kimball Electronics, Inc. — Jasper, IN
Accounts Payable Clerk — August 2013-Present

- Process purchase order and non-purchase order invoices via ReadSoft automation software
- Maintain vendor setup; process expense reports; open mail daily; review sales/use tax, fixed assets
- Maintain employees' company credit card files and related data
- Perform month-end, fiscal year-end closing duties

COMPUTER SKILLS

Proficient in Microsoft Office: Word, Excel, Outlook, Access, and PowerPoint
Experience in Sage Peachtree Accounting Software, QuickBooks Online Plus, SAP Software
Experience in ReadSoft/Lexmark – accounts payable automation software

REFERENCES

Available upon request.

CHRISTOPHER M. HALLETT

PO Box 28
Velpen, IN 47590

317.460.3908
cmhallett@hallettgroup.net

EDUCATION

Master of Business Administration - Finance — December 2006

Bachelor of Science - Management of Information Systems — June 2004

Significant Work:
Corporate Consulting Challenge - Steak 'n Shake, 1st Place Team, Team Leader
System Analysis & Design Project - The Sportsman's Lodge - Motel Registration System Proposal, Team Leader
Cluster Computing Research Project, Team Member
Additional Focus (non-major) - Accounting

WORK EXPERIENCE

Manager – Finance, Pricing Administration — April 2010 - Present
MasterBrand Cabinets, Jasper, IN

- Manage a team which handles setting up pricing and promotion calculations across multiple divisions
- Responsible for defining global design of pricing & promotions ERP system logic for all divisions
- Consistently identify process improvements, propose solutions and lead changes
- Previous role: IT Controller responsible for all IT related financial transactions, forecasts and budget activities

Systems Analyst — November 2005 – March 2010
First Financial Bank, formerly Irwin Union Bank, Columbus, IN — May 2003 – August 2004

- Process improvements saving over 100 hours annually
- Implementation team for Paperless Pay, saving $20,000/year in postage and related expenses
- Improved techniques for data storage and reporting through system automation techniques
- Integrated several systems, including the integration of the Lawson HR system with Microsoft Active Directory
- Primary System Administrator for Lawson ERP System/HR Suite, McAfee ePO & Security Products, HEAT Helpdesk and Methodware Enterprise Risk Assessor
- Provide Tier 3 technical support for supported systems
- Participate in SOX Audits, Disaster Recovery/Business Continuity planning and exercises

Network Engineer — May 2005 - October 2005
Chicago IT Support, Tinley Park, IL

- Traveled to client sites performing technical consulting, system installation and troubleshooting tasks

Director ISOM Computer Labs/Graduate Teaching Assistant — August 2004 - May 2005
Department of Information Systems & Operations Management, Ball State University, Muncie, IN

- Interviewed/Hired lab supervisor, lead tech and lab assistants to support the 4 department computer labs
- Planned/Executed classes for 130 students in business systems labs and 60 students in project management

TECHNOLOGY KNOWLEDGE

Windows Servers and Workstations, Friedman Systems, Aldon Helpdesk, Lawson ERP Environment and HR Suite, IBM WebSphere 6.1 Administration, Methodware ERA, McAfee ePO and Security Suite Management, HEAT Helpdesk, Citrix Administration, SharePoint Administration, Microsoft Office

PROFESSIONAL DEVELOPMENT

Lawson Certified LSF 9.0 Migration, Windows
Lawson Certified LSF 9.0 Administrator

COMMUNITY INVOLVEMENT

Co-Treasurer, Friends of Otwell 2015 – Present
Treasurer, Petersburg Little League 2014

System, Citrix Administration, SharePoint Administration, Microsoft Office Suite, Web Authoring, SQL, HTML

Elisabeth I. Luff
eiluff01@hotmail.com

3084 S. State Rd. 257
Velpen, IN 47590

(812)354-8781 home
(812)582-0342 cell

Recent Legal Experience:

Kimball Electronics: 2014 – present

- Independent Legal Counsel for mid-sized international manufacturer of integrated circuit boards specializing in industrial, public safety, automotive and healthcare products.
- Contract management, training, daily legal matters and research projects
- Daily tasks include: contract drafting, review and negotiations, including supply/manufacturing, design services, and employment agreements; dispute resolution; oversight of class action lawsuits; research and advising in HR matters, governmental (FAR, dFAR, FDA) regulations, general compliance and information governance (record retention and Safe Harbor).

Kimball International: 2008 – present

- Law Clerk 2008 - 2010
- Independent Legal Counsel (2010 – present) for mid-size furniture manufacturer specializing in office and hotel furniture.
- Contract review and management, litigation management, daily legal matters and research projects
- Daily tasks include: contract drafting, review and negotiations of purchasing/sales contracts, dealership contracts, subcontractor agreements for renovations and new construction builds; oversight and management of legal claim (plaintiff and defense) matters; advising on creditor's rights issues, general compliance and governmental regulations (OFAC, SDN, FARs)
- Major projects include: company-wide training for ADAAA, international shipping, and general contracting; small group training for dFAR compliance, international shipping (Im/Ex and US Customs); un/secured transactions matters, including bankruptcy, PMSI and Little Miller Act; regulatory compliance, including Conflict Min, CA slave labor, law labels, COOL, CoC; and information governance, including cybersecurity compliance, record retention and Safe Harbor.

Luff Law: 2010 – present

- Solo practice handling wide variety of civil matters
- Primary focus: creditor's rights, transactions, estate and family law
- ACC 2014 Annual Meeting presenter: Contracting with Governments (Small Law Departments)

Kahn, Dees, Donovan, and Kahn, Summer Intern: 2009

- Drafted Tax Phase-In proposals, court motions, and dissolution paperwork
- Assisted in depositions and Small Claims Court
- Conducted research and prepared informal briefs on a variety of issues

Summer Job Shadow: 2008

- Unpaid job shadow for one to two weeks at each of the following:

Kimball International, Inc.
Dubois Circuit Court, Judge Weikert
Bamberger, Foreman, Oswald and Hahn, LLP
Bingham, McHale, LLP (Jasper)
Kahn, Dees, Donovan and Kahn, LLP

Pike County Prosecutor's Office Intern: 2006

- Conducted research on assigned topics including: 4th Amendment, open field searches, death penalty
- Translated for the Court upon request (Spanish)
- Reported to Darrin McDonald, Deputy Prosecutor

Other:

Jasper Engines and Transmissions, Dept Manager in bi-lingual plant: 2004 – 2006

- Managed Parts, Tool Crib, Paint Booth, Receiving, Shipping Departments
- Fluency in Spanish required
- Steering committee member for establishing new facilities

Commission to End Drug Abuse, Coordinator: 2002 – 2004

- Coordinated volunteers
- Wrote grants
- Prepared and submitted annual budget to the County Council
- Managed three separate task forces – Education, Enforcement, and Treatment
- Prepared and submitted for approval the five year plan to the Governor's Commission for a Drug Free Indiana

Kaiserslautern Baptist Church, pre-school teacher: 2000 – 2001

- Prepared lesson plans
- Coordinated activities for three year old class
- American church in Kaiserslautern, Rheinland Pfalz, Germany

Education:

University of Louisville, Brandeis School of Law
Juris Doctor May 2010

- International Law Society, Secretary
- Pirtle Washer Moot Court Competition, Bailiff
- University of Louisville Moot Court Team, Judge
- Law School Open House, panel member and tour guide
- Willem C. Vis International Commercial Arbitration Moot Court Team, '08-'10
  First Runner-Up Best Oralist and Best Team at Loyola-Chicago Mini-Moot '10
- Moot Court Board
- Inns of Court

Florida State University, Panama City, Panama Branch campus
Bachelor of Arts in International Relations, May 1999

Languages:

- Fluent in English
- Proficient in Spanish and Portuguese

- Conversant in German and French

JOSHUA BYRD

2397 North State Road 257 Otwell, Indiana 47564 C:8125820565 E:joshbyrd65@gmail.com

PROFESSIONAL SUMMARY

Construction, paving, painting, & equipment operator
Seasoned Operator/Foreman with 17 years experience operating heavy duty machinery on a broad range of construction sites and projects.

SKILLS

*Certified Heavy Equipment operator
*Asphalt paving
*Works well in extreme temperatures
*Emphasizes craftsmanship
*Backhoe loading
*Front shovel experience
*Roller and compactor operation
*Skid steer loader
*Digging culverts and ponds
*Commercial driver's license

WORK HISTORY

Foreman, 01/2012 to Current
Pike County Highway Department- Petersburg, Indiana
*Ran an entire crew of county employees keeping the road conditions safe, manageable, and easily traveled
*Worked in time keeping and bookkeeping
*Dealt with budgets and allocation of said budgets
*Overseen safety on and off job-sites

Operator/Supervisor, 04/2009 to 01/2012
Knies Construction- Jasper, Indiana
*Operated and ran the striping system required
*Operated heavy machinery in prep for new construction
*Maintained positive relationships with each client/job site
*Overseen safety on and off job-sites
*Performed line checks

Worker, 01/1998-04/2010
Pike County Highway Department, Petersburg Indiana
*Operated heavy machinery
*Dug ditches and culverts
*Performed line checks
*Kept efficient time and material records
*Laid pipe

EDUCATION

GED:
1998/2015
PIKE CENTRAL HIGH SCHOOL

AFFILIATIONS

Jefferson Township Volunteer Fire Department; +10 years, local Ruritan, and sewer board member.

ATTACHMENT 2

COURSE SCOPE AND SEQUENCE

Attachment 2

Standards / Outcomes for Third Grade Math
&
Third Grade Mathematics Pacing Guide

MATHEMATICS: GRADE 3

The Mathematics standards for grade 3 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 3 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and

Data Analysis. The skills listed in each strand indicate what students in grade 3 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 3
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.2: Compare two whole numbers up to 10,000 using >, =, and < symbols.
3.NS.3: Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by *a* parts of size 1/b. [*In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.*]
3.NS.4: Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
3.NS.5: Represent a fraction, a/b, on a number line by marking off lengths 1/b from 0. Recognize that the resulting interval has size a/b, and that its endpoint locates the number a/b on the number line.
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.
3.NS.7: Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).

3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

GRADE 3
3.C.1: Add and subtract whole numbers fluently within 1000.
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.
3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

GRADE 3
3.AT.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.2: Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.4: Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

GRADE 3
3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.
3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.
3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).

GRADE 3

GRADE 3
3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).
3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.
3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase.
3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.

3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
3.DA.2: Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.

Third Grade Standards Pacing Guide

Week	s	Description
1	Aug. 27-31	✓ Review types & uses of numbers ✓ Introduce the Math Message routine and review patterns on number grids ✓ Introduce *Student Reference Book* and establish a set of work rules/routine ✓ Review telling time, measuring, lengths, and calculators and Identify & draw three dimensional shapes
2	Sept. 3-7	✓ Review data concepts and find data landmarks & use graphs to draw conclusions ✓ Review the idea that there are many names for numbers ✓ Introduce the vocabulary of chance
3	10-14	✓ Identify number grid patterns & use them to find differences between pairs of numbers ✓ Review calculator skills (adding, subtracting, and skip counting forward and backward) and provide practice for place-value ✓ Review money amounts with coins and write dollars-and-cents notation; compare money amounts ✓ Solve problems involving money, determine the need for an exact answer and estimation, and practice estimation skills
4	17-21	✓ Explore number patterns ✓ Review telling time and finding elapsed time and introduce the Length-of-Day project
5	24-28	✓ Review fact & number families and review the inverse relationship between addition and subtraction ✓ Review ways basic addition & subtraction are used for solving larger problems ✓ Review and solve "What's My Rule?" problems ✓ Use parts-and-total diagrams & solve number stories
6	Oct. 1-5	✓ Use change diagrams to solve number stories ✓ Use comparison diagrams to solve number stories ✓ Make ballpark estimates and model & practice partial-sums algorithm for 2- and 3-digit numbers ✓ Review ballpark estimates and review counting-up & trade-first algorithms
7	8-12	✓ Review ballpark estimates and review counting-up & trade-first algorithms ✓ Solve number stories with 3 or more addends

8	15-19	✓ Discuss the need for standard units of measure and create a unit of length and measure with it ✓ Measure line segments to the nearest inch, ½ inch, ¼ inch, ½ centimeter, and millimeter ✓ Review U.S. customary and metric units of length and estimate and measure lengths to the nearest inch & centimeter
9	22-26	✓ Review polygons & concepts of perimeter ✓ Collect, tabulate, and interpret experimental data, make rectangles with given perimeters, relate tiling to area, and construct triangles using given lengths & find their perimeters ✓ Develop the concept of area, demonstrate the measure of area using foot and yard squares, and find area by counting squares
10	Oct. 29-Nov. 2	✓ Develop the concept of area by measuring with identical squares and demonstrate how to calculate area of rectangles using number models ✓ Relate circumference & diameter through the *about 3 times rule* ✓ Review multiplication and equal groups and provide opportunities to solve and write number stores involving equal groups
11	5-9	✓ Use arrays, multiplication/division diagrams, number models to represent and solve multiplication number stories ✓ Review division as equal sharing and equal grouping ✓ Model division number stories with arrays, mult/div diagrams, and number models
12	12-16	✓ Discuss multiplications facts and importance of fact power and review facts shortcuts ✓ Review fact families and mult/div facts table ✓ Practice mult/div facts ✓ Estimate the number of dots in a large array, solve problems involving factors of whole numbers and practice mult. Facts
13	19-23	✓ Introduce the use of a map scale to estimate distances ✓ Guide students to develop intuition about equally likely events
14	26-30	✓ Review place-value through ten-thousands ✓ Practice reading, writing, comparing, and ordering numbers less than

		100,000 ✓ Extend place-value to millions and read and write numbers through millions
15	Dec. 3-7	✓ Read, write, and compare large numbers and express relationships as differences and ratios ✓ Develop a sense of very large numbers ✓ Count base-10 blocks, identify polygons, and compare perimeters and areas ✓ Model decimals with base-10 blocks and review decimals with money
16	10-14	✓ Model tenths and hundredths with base-10 blocks and model exchanges between tenths and hundredths ✓ Demonstrate the use of decimal notation for metric measures and the conversion of centimeters to meters ✓ Introduce thousandths by revisiting millimeters and provide opportunities to interpret data from a map ✓ Provide practice for decimal place value to thousandths
17	17-21	✓ Analyze data from the sunrise-sunset routine and demonstrate how to make and read a line graph ✓ Review line segments and introduce rays and lines ✓ Model and draw polygons, parallel and intersecting line segments, rays and lines
18	Jan. 2-4	✓ Use angles to record rotations ✓ Explore various types of triangles
19	7-11	✓ Explore various types of quadrilaterals ✓ Review the characteristics of polygons, emphasizing regular polygons ✓ Draw angles as records of rotations
20	14-18	✓ Measure angles ✓ Review symmetry and explore properties of symmetric shapes ✓ Explore the concept of congruence, draw line segments, and practice naming decimals
21	21-25	✓ Review 3-dimensional shapes and identify bases of pyramids and prisms ✓ Explore the characteristics of prisms ✓ Review square-number facts, multiplication, and division patterns

22	Jan. 28-Feb. 1	✓ Determine which multiplication facts they still need to learn ✓ Practice multiplication and division facts ✓ Introduce parentheses in number models ✓ Express numbers as sums of products using number models that contain parentheses ✓ Multiply 1-digit numbers by multiples of 10, 100, and 1000 and divide such multiples by 1-digit numbers
23	4-8	✓ Determine when an estimate is appropriate and practice making estimates ✓ Multiply multiples of 10 by multiples of 10 ✓ Explore similar polygons, solve ratio problems, and explore geometric configurations
24	11-15	✓ Use fractions to name a of b equal parts ✓ Make predictions based on outcomes and construct situations that meet given conditions ✓ Explore fractional relationships, spatial relationships, and combinations
25	18-22	✓ Introduce the number line as a model for fractions ✓ Find equivalent fractions ✓ Compare fractions using region models
26	Feb. 25-Mar. 1	✓ Demonstrate naming quantities greater than 1 with fractions and mixed numbers ✓ Solve number stories involving fractions ✓ Multiply and divide with multiples of 10,100, and 1000
27	4-8	✓ Use mental math to multiply 1-digit numbers by multi-digit numbers ✓ Model multiplication with base-10 blocks, explore area relationships, and find fractions of fractions ✓ Multiply 1-digit numbers by multi-digit numbers using a partial-products algorithm
28	11-15	✓ Multiply using mental math and the partial-products algorithm ✓ Identify whole number factors of whole numbers ✓ Share whole-dollar amounts equally ✓ Explore computational strategies for division and interpret remainders
29	18-22	✓ Introduce the lattice method of multiplication ✓ Explore 2-digit multiplication, number patterns, and the rigidity of triangles

ATTACHMENT 3

CURRICULUM DEVELOPMENT TIMELINE

Attachment 3

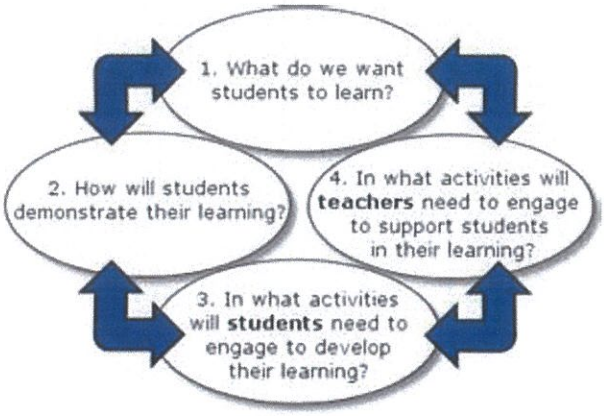
Curriculum Development Plan

The project based learning piece will be incorporated into the Indiana State Standards. Under the direction of the school's principal, and with the assistance of qualified consultants, staff will work during the summer of 2016 to integrate PBL and learning outcomes into the Indiana State Standards. This curriculum development is an on-going process that will continue throughout the school year.

The following standards will be followed in integrating Project based activities in the curriculum.

A. Planning:

1. Articulating a K- 5 Project Based Philosophy
2. Defining the Program by Grade Levels
3. Developing and Sequencing of Grade-Level Objectives
4. Identifying Resource Materials to Assist with Program Implementation
5. Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress



ATTACHMENT 4

ACADEMIC AND EXIT STANDARDS

GRADE 5

Exit Standards

Reading:

Reading:

5.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

Reading Complexity:

5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Reading Non-Fiction:

5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Vocabulary:

5.RV.1 Build and use accurately general academic and content-specific words and phrases.

Writing:

5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Speaking and Listening:

5.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Media:

5.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

Math

Number Sense:

5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.
5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.
5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by

powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.6: Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

Computation:

5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.
5.C.3: Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.
5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.
5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.

Algebraic Thinking:

5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.
5.AT.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.

5.AT.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).
5.AT.4: Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).
5.AT.5: Solve real-world problems involving addition, subtraction, mutliplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
5.AT.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x- coordinate, y-axis and y-coordinate).
5.AT.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.AT.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.

Geometry:

5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.
5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.

Measurement:

5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.
5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.
5.M.4: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths or multiplying the height by the area of the base.
5.M.5: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find

volumes of right rectangular prisms with whole- number edge lengths to solve real-world problems and other mathematical problems.
5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.

Data Analysis and Statistics:

5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

Science:

Physical Science:
Exit Standard:
Describe the weight and volume and measure the weight and volume of various objects. (5.1.1, 5.1.2)
Core Standard:
Demonstrate that mass is conserved even when a substance has undergone a change in its state. (5.1.3, 5.1.4)

Earth Science:
Exit Standard:
Observe, describe and ask questions about patterns in the sun-moon-earth system.

Life Science:
Exit Standard:
Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

STEM:

Exit Standard:

Design a prototype that replaces a function of a human body part.

Social Studies:
Standard 1 — History
Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Standard 2 — Civics and Government
Students identify main components and characteristics of the United States government. They identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard 3 — Geography
Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

Standard 4 — Economics
Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future

ATTACHMENT 5

SCHOOL CALENDAR AND SCHEDULE

School Calendar
Otwell Miller Academy

School Year Calendar

2015-2016

1st Day of School for Teachers	August 3rd
1st Day of School for Students	August 4th
Labor Day	September 7th (No School)
End of 1st Grading Period (43 days)	October 2nd
Parent/Teacher Conferences	October 14th- (No School)
Fall Vacation	October 19th-23rd
Thanksgiving Vacation	November 25th-27th
End of 2nd Grading Period (46 days)	December 18th
End of 1st Semester (89 days)	December 18th
Christmas Vacation	December 21st-Jan. 1st
School Resumes	January 4th
End of 3rd Grading Period (45 days)	March 4th
Spring Vacation	March 21st-25th (No School)
Snow Days #1-5 (used in reverse order, 4/1 first, 3/31 second, etc.)	March 28th-April 1st
End of 4th Grading Period (46 days)	May 23rd
Snow Days #6-9 (used in reverse order as needed.)	May 24th-27th

The above outlined calendar is the current calendar for Pike County Schools. When next years calendar is approved in March of 2016, Otwell will develop a similar calendar.

Kindergarten					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 am – 9:30 am	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading
9:30 am - 10:00 am	RtI	RtI	RtI	RtI	RtI
10:00 am – 10:30 am	Lunch	Lunch	Lunch	Lunch	Lunch
10:30 am - 11:30 am	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing
11:30 pm - 12:00 pm	Guided PE	Guided PE	Guided PE	Guided PE	Guided PE
12:00 pm – 1:10 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:10 pm – 1:50 pm	Art*	Technology	Music	Spanish	PE
1:50 pm – 2:30 pm	Mathematics (continued)	Mathematics (continued)	Mathematics (continued)	Mathematics (continued)	Mathematics (continued)
2:30- 3:00 PM	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block

*This block of time is for specials. Each class in each grade level will have a different weekly schedule rotation.

First Grade					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 am – 9:30 am	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading
9:30 am - 10:30 am	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing
10:30 am – 11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 am - 11:30 am	Guided PE	Guided PE	Guided PE	Guided PE	Guided PE
11:30 pm - 1:20 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:20 pm – 1:50 pm	RtI	RtI	RtI	RtI	RtI
1:50 pm – 2:30 pm	Art*	Technology	Music	Spanish	PE
2:30 pm- 3:00 pm	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block

Second Grade					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 am – 9:30 am	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading	ELA - Reading
9:30 am - 10:20 am	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing	ELA- Writing
10:20 am – 11:00 am	Art*	Technology	Music	Spanish	PE
11:00 am - 11:30 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 pm – 12:00 pm	ELA-Writing	ELA- Writing	ELA-Writing	ELA-Writing	ELA-Writing
12:00 pm – 12:30 pm	RtI	RtI	RtI	RtI	RtI
12:30 pm – 2:00 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:00 pm - 2:30 pm	Guided PE	Guided PE	Guided PE	Guided PE	Guided PE
2:30- 3:00 PM	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block	Science/Social Studies Experiential Block

ATTACHMENT 6

ENROLLMENT POLICY

Enrollment Policy

a) Tentative dates for the application period will be March 11th – April 1st, 2016. Intent-to-Enroll forms are available on the website, along with a description of the enrollment procedure. The forms will also be available for pick up at the school office. Intent-to-Enroll forms will be accepted in person or via U.S. Postal Service. Applicants will be put on an enrollment list in the order the Intent-to-Enroll forms were received. If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who have timely applied will be offered admission. If the number of applicants exceeds the number of vacant seats, MCA will hold a lottery to determine who will fill those spots.

b) Tentative lottery date will be April 15th, 2016. This is two weeks after the closing of the application period. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year. OMA will use a software program, to be determined, that has the component to facilitate the application process and lottery. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery.

c) The remaining names in the lottery will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Students are able to withdraw from OMA at any time during the school year. If a student would choose to re-enroll during the school year, they will be put on the waitlist, unless there is an open seat in their grade level. Currently enrolled students are not required to re-enroll each year. OMA will accept transfer students; they must follow the enrollment policy set forth by the school. Exceptions: OMA will exempt from the lottery students already admitted and siblings of students already admitted if there is a space available.

d) OMA has intentionally designed the school to operate on a scale to create effective learning opportunities for each student. This principle is in effect for the school as well as classrooms. OMA admits students of any race, color, and national 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, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ATTACHMENT 7

STUDENT DISCIPLINE POLICY

Note: All parents will be given a copy of this document during enrollment. At that time, they will be asked to read it and sign that they agree to the rules and policies detailed.

Student Discipline
Disciplinary Code of Conduct

Otwell Miller Academy (OMA) holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all. We focus on making available engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive. In the event students make poor choices in their behavior or self-control, every effort is made to keep students working to overcome the obstacles holding them back. We ask that all parents, guardians and adults responsible for the student's behavior, encourage and assist in the enforcement of these rules and policies.

Students who engage in disruptive behavior will be informed of the disruptive behavior and called upon to correct that behavior. If a student cannot correct the behavior, he or she will be sent to meet with a school administrator. You will be notified by the school administrator of this meeting and be able to follow up with the administrator on ways to encourage improvement. Students consistently failing to show improvement, identified as three visits during a school year to an administrator, or who demonstrate such behavior as to endanger themselves or others will be suspended. OMA students cannot succeed academically when distracted by the behavior of others.

When a student is suspended, he or she will receive a Notice of Suspension from the superintendent or designee. This Notice of Suspension will contain a time and day for the parent or guardian to meet with the school administrator to discuss the events leading up to the Notice of Suspension. The meeting will review the method in which the student can achieve re-admittance to the school and set up how the student can continue his/her school while suspended.

When a student is suspended, we recommend that parents/guardians help him/her continue to meet the expectations of the school so the student does not fall further behind.

Infractions with most serious consequences up to and including suspension and expulsion:

Code 1: Possession or use of alcohol. No student shall knowingly possess, use or be under the influence of alcohol or any alcoholic beverage.

Code 2: Drugs/paraphernalia and look---alikes. No student shall engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs or anything purported to be or that is represented as a look---alike, or engaging in a criminal law violation that constitutes a danger to other students or constitutes an interference with school purposes or an educational function. No student shall knowingly possess, use or be under the influence of any narcotic drug, illegally obtained/used prescription drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine---based stimulants, substances containing phenylpropanolamine, stimulants or intoxicants of any kind or any paraphernalia used in connection with the listed substances.

Code 3: Weapons/use of an object as a weapon/knowledge of deadly or dangerous weapon.
No student shall knowingly possess, handle or transmit a knife or any object that can reasonably be considered a weapon, Deadly weapons are defined and elaborated in Indiana Code, title 35, article 41, chapter 1, section 8 (I.C. 35---41---1---8).
Code 4: Possession of handgun. No student shall be in possession of a handgun, a deadly weapon as defined in I.C. 35---41---1--8.
Code 5: Possession of rifle. No student shall be in possession of a rifle, a deadly weapon as defined in I.C. 35---41---1---8.
Code 6: Firearms/use of an object as a weapon/knowledge of deadly or dangerous weapon.

No student shall possess, handle or transmit any fireman or destructive device on school property. Students should report any knowledge of such weapons on school grounds immediately. Failure to do so can be grounds for suspension, pending expulsion.
Code 7: Smoking/possession of smoking materials. No student shall smoke or chew tobacco products while on school property. This includes in the building, on school grounds, in cars operated or parked on school grounds, or on school buses, or at any school function, dance or athletic event. Smoking and other tobacco paraphernalia, including lighters and matches, will be confiscated and not returned.
Code 8: General disruption of the orderly educational process/disorderly conduct/terroristic threat or acts (on or off campus). No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, or conspiring with others to engage in a violent activity. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act. No student shall use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urge other students to engage in such conduct. The following examples are meant to clarify types of behavior prohibited by Code 8. It is not an exhaustive list.

- Occupying any school building, school grounds or parts thereof with intent to deprive others of its use.
- 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.
- Setting fire to or damaging any school building or property.
- Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or educational function or of any meeting or assembly on school property.
- Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any school personnel to conduct the educational function under their supervision.

Code 9: Offensive touching/inappropriate lewd behavior exposing himself or herself/offensive remarks. No student shall violate or repeatedly violate any rules that are reasonably necessary in carrying out school purposes or an educational function and are validly adopted in accordance with Indiana law, including, but not limited to engaging in sexual behavior on school property.

Code 10: Extortion. No student shall obtain any goods or services through force or threat.

Code 11: Theft/counterfeiting. No student shall steal, attempt to steal or knowingly receive school property or private property of another without consent of the owner.

Code 12: Fire/explosives. No student shall be involved in setting fires or explosives that threaten or cause damage to human life or property on school grounds or at educational events. Students and the student's guardian or parent will be held responsible for payment of any damages that occur as a result of these actions.

Code 13: Fighting. No Student shall participate in physical altercation with another student or any other person. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching. School and local police authorities will be contacted as necessary to prevent injury and escalation. Situations will be handled on a case---by---case basis to determine whether such actions were self ---defense and may or may not warrant a lesser consequence. In addition, no student shall record or

videotape a fight between any individuals. If a student is caught recording or spreading such recordings (through phones, emails, YouTube, or by other means), that student will face a similar consequence.

Code 14: Assault/Battery. No student shall commit assault or battery against another individual. Assault is defined as placing another in fear of a harmful or offensive touching (i.e. threatening). Battery is defined as harmful or offensive touching of another.

Code 15: Violation of school probation (academic or behavioral). No student shall violate any school---or law---sanctioned rules, laws, or policies.

Code 16: General classroom disruption/disorderly conduct. No student shall fail to follow the direct instructions of a staff member. No student shall fail to comply with directions of teachers or other school personnel when the student is under their supervision, where the failure constitutes an interference with school purposes, the safety of the student, other students, or an educational function.

Code 17: Inflammatory actions/ disorderly conduct/withholding information. No student shall participate in any behavior or say anything intended to incite another. No student shall engage in physical contact of a playful nature (horseplay) which is deemed dangerous to the student or others or disruptive. This includes but is not limited to distracting another from performing his or her job, startling, playing tricks on others, wrestling or any other playful behavior that disregards safety precautions. No student shall willfully withhold information that could be important for the safety of any person.

Code 18: Excessive tardiness/lateness 5 times. No student shall be tardy to school or to any class period more than 5 times each semester. In the event of an emergency, students must attain late passes from an appropriate staff member, authorizing the tardiness. Excused tardiness or lateness does not excuse the student from completing school work.
A child will be considered tardy in the morning after the tardy bell rings at 8:15 a.m.

A child will be considered tardy in the afternoon if they leave before the dismissal bell.
A 5-day letter will be issued by mail to the parents or guardian of each student who reaches five tardies within a semester.
An 8-day letter will be issued by mail requesting a conference with the attendance officer, school counselor, or principal.
A 10-day letter may be issued to the Corporation's attendance officer.

Code 19: Loitering/out of assigned area. All students must follow the building and transition plans specified for his or her grade level and class. No student shall be out of his or her designated areas of the building without proper documentation from an appropriate staff member. In addition, no student may be out of the classroom or cafeteria during class without a pass. This includes but is not limited to hallways, restrooms, lockers, doorways, and other offices.

Code 20: Disruption on the school bus. No student shall participate in any behavior deemed disruptive by a bus driver or supervisor when on a school bus.

Code 21: Trespassing. No student shall remain in the school after the school day has ended unless accompanied by an adult.

Code 22: Gambling. No student, even those of legal age under Indiana state law, shall participate in any wagering of money or something of material value.

Code 23: Harassment/hazing/defamation of character/bullying. No student shall ridicule, humiliate, intimidate, harm or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

Code 24: Simple assault, threats of violence/bullying. No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urge other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct.

Code 25: Dress/grooming. No student shall fail to adhere to all aspects of the dress code (students may return the same day if they rectify their dress code issues).

Code 26: Inappropriate use of technology/computers. No student shall have unauthorized technology on school grounds. Any technology (cellphones must remain turned off and put away during class time) seen on during class time will be immediately confiscated and held until a parent retrieves it from an administrator. No student shall misuse school technology. This includes visiting prohibited websites, using technology for unauthorized purposes, hacking into networks or files, altering settings or configurations and physically tampering with technology.

Code 27: Lying/false statements/forgery/cheating/plagiarism. No student shall willingly declare a false statement. Students are expected to be honest when prompted by a staff member. No student shall participate in any activity that reveals academic dishonesty. Cheating includes but is not limited to duplicating parts of or whole assignments as the student's original work, exchanging assignments with other students whether the intent is to copy or not, utilizing unauthorized materials during testing that supply information, utilizing a computer or other technology to attain answers to an assignment (including translators for foreign language and summaries/commentaries in lieu of reading assigned materials), giving or receiving answers during tests or quizzes, taking credit for work when the student has not contributed, and accessing a test or quiz to gain information in advance of its administration.

No student shall perform academic dishonesty in the form of plagiarism. Plagiarism may include but is not limited to taking part of or whole assignments and submitting them as original, utilizing material written by someone else or rephrasing the ideas of another without properly citing the source, presenting the work of others (including parents, friends, family members and internet sources) as original.

Code 28: Use of abusive language. No student will engage in the use of profane language or obscene behavior. This may include any vulgar or indecent utterance, gesture or written expression intended for another person or presented in an overt manner.

Code 29: Defiance of school personnel's authority. No student shall be disrespectful or insubordinate toward adults (staff or volunteer) or one another.

Code 30: Attendance/ unexcused absences/excessive absences. No student shall be willfully absent from school or tardy to school. Failure to report to school daily and on time will result in school consequences and may result in legal consequences. According to IC 20---33---2---11, habitual truancy is defined as "having unexcused absences from school for more than 10 days of school in on school year." Habitual unexcused absences will be reported to the Pike County Circuit Court, as required by law, who will proceed in accordance with IC 31---30 through IC 31---40.

Any absences beyond 10 days are unacceptable by the new law.

The attendance policies are based on the premise that something important happens each day in each class. Research has proven that there is a direct relationship between good attendance and successful academic achievement. The following attendance policy has been developed to promote good school attendance:

- A 5-day letter will be issued by mail to the parents of every student who reaches five unexcused absences within the school year.
- An 8-day letter will be issued by mail to the parents of every student who reaches 8 unexcused absences within the school year. Parents must call the school and arrange a conference with the student's teacher and school administrator.
- A 10-day letter will be issued to the parent or guardian reporting that the student has reached the state's maximum days of absences.
- Any additional absences will be reported to the Prosecutor and Pike County Circuit.

It is the parent's responsibility to call the school before 9:00 a.m. the day a child is absent. Pre-arranged absence forms are available in the office.

Documented absences not counted toward the county attendance policy:

- Medical, dental, and/or other clinical appointments for the students.
- Student illness, hospitalization, or surgery documented by a statement from the doctor.
- Funerals of relatives or friends must be verified in writing by the parent.
- Court appearances where the student is required to attend. Proper paperwork from the court is required.
- Illness or mental or physical incapacity is an authorized excuse provided that the parent or guardian produces a certificate of the incapacity for the school within six (6) days after it is requested by the school. Valid if signed by an Indiana Physician or by an individual holding a license to practice osteopathy or chiropractic in this

state or by a Christian Science practitioner who resides in Indiana and is listed in the Christian Science Journal.

Code 31: Vandalism. No student will cause damage to, steal or attempt to steal school property. Students or responsible adults will be held responsible for any damages that occur. Vandalism includes any malicious attempt to access, harm, alter, or destroy hardware or software. The student or responsible adult understand any vandalism to the computers should be reported immediately to the supervising staff member. Any vandalism may result in the loss of computer services, disciplinary action, and/or legal referral.

Suspension/Expulsion Policy

The grounds for suspension or expulsion listed above apply when a student is:

- on school grounds, before, during, or after school hours
- off school grounds at a school event or activity
- traveling to or from school or a school event or activity

If a student is suspended from school for any reason, participation in extracurricular activities and events is suspended until the suspension period has ended. Students who are suspended

out---of---school on Friday will not be eligible for participation in extracurricular activities and are not to be on school property until the following Monday or the end of the suspension period.

In addition to the grounds listed above, a student may be suspend or expelled for engaging in any activity on or off school grounds if the 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 activity meeting the above criteria that takes place during weekends, holidays, school breaks or any time a student may not be attending classes or other school functions.

Detentions after school or suspensions from class can be determined by classroom teachers in consultation with the Superintendent (refer to the appropriate Indiana law at IC 20---8.1---5.1---4). All disciplinary actions will be clearly described to all students with the intent that students will understand the consequences of their actions (i.e., homework not completed=detention).

Suspension from school: When an administrator (or designee) determines that a student should be suspended, the following procedures will be followed:

- A meeting will be held with the student and an impartial administrator prior to any suspension decision. At this meeting, the student will be entitled to procedural due process, which includes:
    - Written or oral statement of the offending behavior;
    - if the student denies the events, a summary of the event will be presented; and
    - The student will be provided an opportunity to explain his or her conduct.
- The student/administrator 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. Depending

on the severity of the behavior, students are not guaranteed a meeting prior to suspension.

- Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases, the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, nature of the student's misconduct and the action taken by the administrator. Parents/guardians will have an opportunity, if requested, to review the summary of events presented to the student.

Expulsion from school: When an administrator (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

Ensure that procedural due process has been offered as cited under procedures for suspension.

Filing procedures that must be followed include:

- Accurate completion of the student information on the Request for Expulsion Form
- Signature of the appropriate administrator
- Casual hearing date and/or pre---expulsion date when applicable; otherwise, not applicable
- All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension

The date the expulsion would end if upheld.

The request for continued suspension should be checked on the Request for Expulsion form only if a principal (or designee) is requesting that the suspension be continued. This should only be requested when there is a risk to others or to the educational process. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)

In all cases, the Request for Expulsion form must be submitted to the superintendent no later

than 2 school days after the decision to request expulsion has been made. This timeline must be adhered to because of the great risk of violating due process.

The superintendent (or designee) may conduct an expulsion meeting, or may appoint a designee as the expulsion examiner.

An expulsion will not take place until the student and the student's parent are asked to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student's parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the board.

The request to appear at the expulsion meeting will be delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place, and purpose of the meeting.

At the expulsion meeting, the administrator (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.

If an expulsion meeting is held, the expulsion examiner 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.

Decisions of the person conducting the expulsion meeting may be appealed to the Board of Trustees within 10 days of the receipt of the notice of action taken. The appeal to the Board must be in writing. If the appeal is properly made, the Appeals of Committee of the Board of Trustees will hear the appeal and will consider the written summary of the expulsion meeting and the arguments of the school and the student and/or the student's parent. The Appeals Committee will then take any action deemed appropriate.

Students with exceptionalities or who are served by an Individual Education Plan, Behavioral Intervention Plan, or who are participating in a Functional Behavioral Assessment or any other psychometric evaluation process are subject to all the rules and protections of Indiana Article 7, IDEA, and the ADA. These students have the right to proper due process in accordance with state and federal rules and regulation. Any student who meets these standards will be adjudicated through a manifestation determination conference to establish a plan to address the given behavior. Parents should forward any questions or concerns to their child's Teacher of Record (TOR) or the superintendent.
Requests for appeal should be forwarded to:

President Board of Trustees Otwell, Indiana 47564

Please refer to IC 20---8.1---5.1---13 for further clarification of your rights under Indiana law. All Indiana Code referenced can be found at www.IN.gov by searching the Indiana Code referenced.

Additional Disciplinary Actions

In addition to suspensions and expulsions, students may be subject to additional disciplinary actions. These disciplinary actions may include:

- Counseling with a student or group of students
- Conferences with a parent or group of parents
- Assigning additional work
- Rearranging class schedules
- Requiring a student to remain in school after regular school hours for any reason stated above
- Restricting extracurricular activities

ATTACHMENT 8

EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS

State of Indiana — Senate

Senator Mark B. Messmer
State House
200 W. Washington Street
Indianapolis, Indiana 46204-2785
Senate: (800) 382-9467
E-mail: Senator.Messmer@iga.in.gov

Committees:
Agriculture
Insurance & Financial Institutions
Natural Resources
Public Policy, R.M.

January 6, 2016

To Whom It May Concern,

I am pleased to offer my support to the Friends of Otwell in their efforts to establish a charter school in their community.

There is a strong sense of commitment to the education of their children, as well as a strong sense of identity within their community. The establishment of the Friends of Otwell Charter School will give parents the opportunity to provide a great education for their students and maintain that community identity.

I applaud their efforts and am pleased to assist them in their pursuit to exercise their "choice" in education.

Sincerely,

Mark Messmer
State Senator, District 48

OTWELL WATER CORPORATION
PO BOX 86
2055 N STATE ROAD 257
OTWELL, INDIANA 47564
812-354-2256 OFFICE
812-354-6760 FAX

October 19, 2015

To whom it may concern:

I am writing on behalf of the Otwell Water Corporation to lend support for the establishing of a charter school to keep our community together and not see the affects of decreasing population, which at this time is increasing with younger families.

Throughout the years Otwell has had many citizens attend the Otwell School, and their families continue to attend the school and it is extremely important for the residents and businesses that an elementary school be available. It has proven to result in helping children strive to do things they would not have been given the opportunity to do and receive awards to promote early education.

The community has come together and is in the process of forming a charter school, and would appreciate Pike County School Corporation's blessing. This charter school would not be of any expense to the corporation. And if educating our children is put first, then Pike County School Corporation has no reason to not support a Charter School.

A good education helps the child to become a better person and is very beneficial to the community, now and for the future. Having a local school will alleviate low commute times to and from school for the children that will not place a hardship on the students and their parents.

Your positive consideration to continue the Otwell Elementary School is greatly appreciated by many.

Respectfully,

Gary J. Pride

Gary J. Pride
President, Otwell Water Corporation Board

Fastop, Inc. dba Circle A Food Mart

Sunny's: Food that is out of this world!

P.O. Box 806
Jasper, IN 47547-0806

2060 S. Lube Way
Jasper IN 47546

Phone 812-634-1074
Fax 812-482-6676

October 13, 2015

Friends of Otwell Elementary
c/o Michael Houtsch
President of Board
2935 N St Rd 257
Otwell, IN 47564

RE: Letter of Support for establishing a charter school in Otwell, IN.

Friends:

Circle A Food Mart has been a part of the Otwell community since 1995. We appreciate the support of the community for the past 20 years and congratulate Otwell students on achieving a 4 Star rating. Circle A is fortunate to have a number of local residents of Otwell comprise a majority of our team of employees serving the community.

As a long term stakeholder of the community, we were saddened to learn that the financial difficulties faced by Pike County School Corporation would lead to the closure of the town's elementary school.

Citizens of a community include its school as a key metric for measuring the health and vitality of its town. As consolidation of schools occurred in the past generation, many communities lost their high school or even their entire school. History has shown us that communities that lost their schools have typically struggled to maintain the ability to keep businesses engaged in serving their communities.

While Circle A anticipates that our business could survive in the short term, without a school to help provide a reason for young families to stay in Otwell, it is our belief that as history has shown, the community's population will decline or at a minimum become older. This could significantly affect our ability to remain profitable and able to offer services.

Thus, we applaud efforts of the Friends of Otwell Elementary for exploring options to maintain a school within the community. As a Charter school would compete with the public schools for state funding that follows each student, it is probable that Friends of Otwell Elementary will need to secure a facility other than the current Otwell elementary school.

To support all the costs of staffing and operating a Charter school, Friends of Otwell Elementary will need to consider income sources other than taxes. Alternate funding may need to include tuition, scholarship and frequent fund raisers. It is also likely that such an endeavor will require many volunteers to perform non-teaching duties, as a way to save expenses.

We believe that it is possible for Friends of Otwell Elementary to succeed. Given our interest to have a school remain in Otwell, Circle A Food Mart is open to learning how it can best serve to support efforts toward your goal of establishing a Charter School in Otwell.

Sincerely,

Paul T Grammer
President

Michael E Ackerman
Sec\Treas

V:/Mike/Ack Letterhead/Otwell Charter School 2015-10

To Whom It May Concern,

I am a lifelong resident of the Otwell Indiana community and a member of the last graduating class from Otwell High School which closed in 1974. Before the high school closed there were several businesses that called Otwell home but not anymore. There was a new car (Ford) dealership in town. It closed and moved out. There used to be four or five gas stations in town. Now there are only two left. There used to be two grocery stores in town. Now there is only a convenience store in town. There used to be a feed mill company in town (thus the High School's nickname Otwell Millers) now its closed and gone. There used to be a farm implement store in town where farmers could buy new tractors and other farm equipment. It's closed and gone. There used to be a restaurant in town that offered breakfast and plate lunches, again closed and gone. There used to be a bank in town, also closed and gone. There used to be a sawmill in town; you guessed it closed and gone. So as you can see the closing of Otwell High School was devastating to the community.

Now the Pike County School Board has voted to close the Otwell Elementary School at the end of this school year (2015-2016). This will devastate the community of Otwell and it will become a ghost town. When there is no school in a community people start moving out and no one moves in. Soon businesses start drying up because no one lives there to support them. As people and businesses move out the land values start going down. This means even less property tax money to keep the rest of the schools in the county up and running. I just don't think closing a school and devastating a community is the answer for anyone.

That is why I am writing this letter of support for opening a new Charter School in the Otwell community. I don't think the state of Indiana can afford to let another community wither away. This is a rural community of good hard working people that have good values. Values like following the rules, respecting others, not quitting until the job is done and done right, etc. Small communities stand together and help each other out in times of need. (These are also great values to instill in the children of our community.) So if the people of this community say they are willing to start a new Charter School and do whatever it takes to make it successful, then that is what will happen. That is why I fully support the opening of a new Charter School in the Otwell Indiana community.

Sincerely,

Michael A. Houtsch

Michael A. Houtsch

December 16, 2015

To Whom It May Concern,

All towns and villages thrive when they contain basic elements of society. Among these are churches, community centers, and schools. Otwell has been blessed with an abundance of active churches. Our community center houses and offers services for a variety of groups—the library works with all ages from pre-school to the elderly, the Senior Center provides a place for retirees to gather for food, games, and fellowship, and our dining room and kitchen serve families during joyous as well as sad occasions. The third element, our school, has been an important part of the small town's landscape through and 20th and 21st centuries. As anyone reading this letter knows, the current and only school, Otwell Elementary, has been slated for closure by the school corporation as of May 2016.

If there are no school-related facilities or personnel in Otwell after the closure of the 2016 school year, the current small town of approximately 435 will shrink even further. The town's population is not only small, but also aging. The current median age is approximately 47. If there is no school within the town's geographic limits, it will be very unlikely that any young couples with small children will move to or remain in the area. And, as reason predicts, as the population of the town continues to age and isn't replaced by younger citizens, the town itself will eventually cease to exist. How very sad to allow this to happen.

This town needs to keep its school.

There is a unique relationship between Otwell Elementary and the town's population. We tend to see the students as our own; be it as a result of nostalgia or civic responsibility, the community rallies for the school in good times and in bad. This situation is no exception.

How can we personally help support a charter school in our town? As a family, we can contribute in a modest monetary way. We hope to see a foundation of sorts developed so that there will be the opportunity to match and grow our community's support. In addition, we will make ourselves available on occasion to pitch in and support the school and its population as needed.

It is an understatement to say that schools are in dire straits in our country today—our rural schools are particularly in danger of extinction. Let's keep this 4-star, uniquely special school alive and well. The location may change from the south end of town to the north, but the heart of the school and its community will remain as strong as ever.

Thank you for your time,

Tom & Tina Weisman

Mr. and Mrs. Tom Weisman

To whom It May Concern
Subject: why I support Otwell Elementary School

This small town farming community has been blessed with students and teachers at Otwell Elementary who have achieved both state Four Star status and National Blue Ribbon recognitio These students continue to receive high school hono and many have furthered their education to ente professions in medicine, dentistry, law, business, sports, agriculture, education, and military service. Former students have returned to our communit to serve as doctors, nurses, lawyers, teachers, and business representatives while others have become professors and deans of major universities. Some have chosen careers in the Military receiving high rank state including a West Point Graduate.

Students participate in community events such as Veteran's Day programs, Christmas programs, grandparents' day, environmental recycling for Ronald McDonald's House, and food collection for needy families locally.

The loss of the school will be detrimental to th area, but the students will experience the negativ effects of longer travel times, crowded school rooms, and less personal instruction and learning time a necessary factor at this age level.

Carol R. Horne, Ph. D. Medicine
Former Graduate of Otwell H. Sch
1954

October 22, 2015

Jason & Hannah Hill, & Family
1970 N. State Road 257
Otwell, IN 47564
Phone: 812-239-6843
email: the6hills@gmail.com

To whom it may concern:

We are writing this letter in support of the effort to establish a charter school for the community of Otwell, Indiana. Having four school-aged children, we very well understand the important role a school plays in a community.

Our family has been in varying degrees of church ministry for the past 15 years. Beginning with a small role of teaching a children's Sunday School class in a rural church in Tennessee, to now being the Senior Pastor of a city church in Petersburg, Indiana, and all the stepping stones in between. With each new up-step in position frequently also meant a new church, new town, and new school. We're used to change.

However, since our most recent move to this area in January 2014, our family made the decision to put down stakes and call Pike County and little Otwell, Indiana our home. We have quickly found ourselves taken up in the small-town life, with all its charms and family-friendly atmosphere. It is a great feeling to be able to stop in at the gas station and not meet a stranger behind the counter, but to meet Roger, who calls you by name and "spins a yarn" with you. We love being able to sit in our front yard during the 4th of July parade and wave at the people in the procession because we actually know who they are. Our children ride their bicycles through town, meeting our neighbors and returning with funny stories to tell. This is the kind of life that storybooks are written about. And right there, at the heart of it all, is the local school, the hub of all the comings and goings of this community. We need it to stay that way.

Otwell Elementary School has risen to the top as the premier school of our county, and of the surrounding counties. Our staff and teachers have found a way to accept our children as they are and shape them into fine examples of achievement. This is nothing short of a miracle considering we are such a small community and don't have access to all the necessities you'll find in a larger city. It seems very clear that Otwell has found that special "formula" for what it really takes to have a successful educational institution.

When we heard the news that Pike County School Corporation had made the decision to close our school, the full range of emotions ran through our entire household. Imagine that, closing the only high-achieving, nationally recognized school in our county. For us it was more than shuttering a building, it was the beginning of the end of our hometown.

School Consolidation has been held up as the means of choice to answer the financial woes of many school corporations over the years, but at what cost? What we have here in the Otwell community is so special, and so rare, that it ought to be displayed in a museum. The small, tight-knit, country school is quickly becoming a thing of the past. We must do all we can to preserve what we have. Hold it close. Guard it. For the sake of our town and for the sake of our children.

Our family is all in. We've had the privilege of having our children in various school systems over the years, from the large Terre Haute School system, to a much smaller Shakamak School Corporation, and others. We have found Otwell School to be the best, bar none. We're willing to give, and sacrifice to see that our school remains.

With great anticipation for Otwell's future,

The Hill Family

OTWELL MERCANTILE
2230 N. Spring St.
Otwell, IN 47564

812-345-9841

January 10, 2016

To whom it may concern:

I have had a Hardware Store in Otwell for 20+ years. During this time I have really appreciated how well this community support the local businesses.

What impact will the closing of Otwell School have on my business? Only time will tell. It will change the shopping habits of many families. A town with no school soon begins to die.

I am concerned about the impact on the children. Will they have the one on one attention and help they have had at Otwell? I doubt if they will, as I do not see bigger as better when it comes to education.

Violet Leehe, owner
Otwell Mercantile

From the desk of Julie Riesenbeck

7084 S SR 257, Velpen, IN 47590
(347) 901-2379
Julesmarie8@yahoo.com

1/19/2016

To Whom It May Concern,

I write to you to share my views of the creation of a charter school within the community of Otwell, IN. The county school system has plans to shut down an excellent elementary school within the town of Otwell after this school year. This school has excelled in many areas due to the excellent work of the teachers, staff, children, and parents. The decision of the current sitting school board to shut down such a school has left many in the community baffled, saddened, and disenchanted with the handlings of our children's education.

Having a charter school open in this community would provide a much needed alternative educational option to parents in the county, as well as help to keep the community together. We are concerned that the closing of the current elementary school will cause the town to diminish, possibly die. We are very proud of our children, our teachers, our community, and our county. We want to see excellent education continue to be provided in the town of Otwell for many years to come.

Thank you for considering these thoughts as you review this charter school for approval!

Warm regards,

Julie M. Riesenbeck

To Whom It May Concern:

I am writing to express my desire to see a school continue in the Otwell Community. We have had a long tradition of academic success in this small, wonderful school. While many see this as the most important achievement for any school, I feel it is secondary to the greatest accomplishment in this special place.

I have had the pleasure of sending my two children to this wonderful school. One has graduated from OES and has benefited from the dedication of experienced and knowledgeable teachers and staff. My other child is currently enrolled. My family has been so blessed by the warmth and kindness shown and taught here. It truly is like a part of our extended family!

The school mirrors the community itself. When there is a need, the students are involved in helping because they have been taught to care for others. They are encouraged to reach out to help whether it is locally or globally. Many times our students have participated in efforts to raise funds or collect items for local food pantries, nursing homes, families, and victims of natural disasters.

It is no surprise that the Otwell community jumped right in when news of the school closing was announced. The community saw a need and started working toward a solution. My children's first response to the closing of the school was what can be done. This comes as no surprise. They have learned to work hard and pitch in from this school. The Friends of Otwell group began trying to keep this school open. It sees the future students in our community needing to learn and excel in academics, but most importantly, this group knows the need for learning the principles of citizenship, character, and supporting others. The Friends of Otwell group sees our children as the most important resource in our county. The community has seen what has happened with consolidations before and is determined to not let history repeat itself.

My family fully supports the charter efforts in Otwell. There could not be a more ideal place to begin this new and wonderful educational opportunity. We recognize that this is a huge undertaking, but like most daunting tasks, the end result will be well worth it. Having a charter school in Otwell will be a huge success. The community and families like mine will make sure of it.

Just like the lessons taught inside the walls of the current elementary, our students will learn from this. They will see how invaluable it is to be a part of something bigger. They will learn perseverance, loyalty, dedication, and compassion. They will, of course, learn reading, writing, and arithmetic and do well on tests, but it will be so much more than this. They will be loved, cared for, and encouraged. They will be Millers!

Sincerely,

The Russell Family

To Whom it May Concern,

I am writing you today in hopes of saving one of the greatest contributions made to my childhood. I can honestly say that I wouldn't be the man I am today had it not been for Otwell Elementary. Everything that is *Otwell Elementary* plays vividly in my head. The smell of the fresh bark on the playground the first day back from summer vacation. The sound of pouring rain hitting the roof of the gymnasium as I run laps around the court chasing my friends. The smiling faces of the cafeteria staff, and the sound of the head cook scowling at me for forgetting to punch in my lunch number. The commons area, my first grade classroom and the multicolored carpet in the library are fresh in my mind as if I was just there yesterday. The truth is though, I haven't stepped foot in that building in almost 10 years.

Growing up in the area around Otwell, I learned a lot. I learned that respect is earned and not a right. I learned that it isn't where you come from, what you wear, or what you end up doing after high school graduation that matters, it's what you do with what you have to better the relationship with yourself, your family and your neighbors. That, in itself, is what made Otwell so enjoyable for me. Otwell was family for me then, and it still is today. A love like that isn't something you find just anywhere.

My hope is to save this great school and the jobs at stake. To prevent any child from missing out on all of the great memories that Otwell will provide for them. As well as saving the heartache of everyone that's been touched by the school in years past. We, as a community, will stand together no matter the outcome of this. When this school year is over, and teachers are packing up their classrooms either for the last time or just until August comes around again, we will stand together and we will fight the closing of our beloved Otwell Elementary until there is no more fight left in us. We are one. We are family. We are The Otwell Millers.

Respectively,

Dylan C. Henke
Otwell Elementary Alumni Class of 2007
Pike Central High School Alumni Class of 2014

January 17, 2016

To Whom It May Concern:

When I think back on my childhood, Otwell Elementary School is prominent in my mind. I can vividly remember my first day of kindergarten at Otwell, when I met my best friend for many years to come. At the end of a rigorous day of kindergarten activities she fell asleep on my shoulder during the bus ride home. I also remember, that after my first day of school at Otwell, I went home and cried because they didn't teach me how to read. Little did I know how much I would end up learning at Otwell.

I believe one of the greatest things about Otwell is that it is a small school. I don't remember any of my classes having more than fifteen students, although at the time I thought it was impressive, and I was proud of the fact that I could name all of my classmates. Since Otwell was small the students were able to feel like a much bigger part of all the wonderful things the school would do. Students got to help plant trees on Arbor Day and participate in all the activities during Field Day. To help memorialize Old Buffalo Trace, a sculptor created a buffalo that stands guard to the entrance of the school. All the students got to draw the "plans" for the buffalo in art class. Right before holiday break the entire school would put on a Christmas show and almost every student had an important role to play, whether it was singing a solo, helping create the costumes, or making it snow while the audience joined the students in singing "White Christmas". If it weren't for Otwell's small size we wouldn't have been able to feel like such a huge part of such a great community.

Which is one of the most important things I learned from Otwell, besides reading. Community. The most important lessons that Otwell ever taught us were the ones that weren't directly from the books, but the ones that taught us to be active members of our community. When we were younger our community was the school and our friends, but as we've grown up our community has expanded to be the entire world. Being at a small school like Otwell, and being able to directly take part in the lessons they were teaching us, taught me that I am able to benefit my community. If I were to have attended a larger school where I wasn't able to feel like I made any difference, I think I would have a very different view of the world.

Beside the fact that I grew up at Otwell, I am no longer very connected with the school except through social media. When I see Otwell's updates on Facebook I no longer recognize many of the teacher's faces, as most of the great teachers I had have since retired. There are, however, faces I do recognize. I see myself, and the friends I grew up with, in the faces of the students that now attend Otwell. I see their eagerness to learn and the friendships they will form. They don't realize now how much they will benefit from attending a small school like Otwell, but one day they'll look back on it, just as I do now, and truly believe that they attended the best elementary school there is. They'll remember the teachers they had and how each one helped to form them into the person they are. I hope that Otwell will be able to continue to grow the minds and morals of the children who attend.

Sincerely,
Jessica D'Esposito

January 18th, 2016

To whom it may concern,

My heart has been saddened since I heard the news Pike County School System has decided to close Otwell Elementary School so I wanted to write a letter and let you know how important Otwell Elementary was for my children and what a great deficit it will be to lose such a wonderful place.

My husband and I are not from this area so when it was time for our first daughter Jessica to enter kindergarten we were told Otwell was the place. We were excited and nervous like most new parents sending their children off to school for the first time. This nervousness was quickly relieved with the warm welcome we received. We had no idea what a blessing we were getting ourselves and our children into!

We were pleasantly surprised at how welcoming, kind, and knowledgeable the teachers and staff were at Otwell Elementary. All five of our children have been blessed and lucky to have received their elementary education from Otwell Elementary. The classes were small so children were able to get hands on learning, at times even 1:1 care if they happened to be struggling with a particular subject. They learned the love of reading from both my husband and I so it was wonderful to have a library staff that felt the same and continued that same attitude we had.

Another great aspect for my children was the amazing music and art program they had. Music has been shown time and time again in research that it enhances the learning in children, especially math skills.

My husband and I were always impressed with the way teachers and staff kept up with the latest technology and when the school system itself was not able to provide these tools the teachers and staff would write grants to make these tools available to the students!

When ISTEP testing became a priority in our state the principal at the time and staff worked diligently to provide extra help and training for our students through INSAI.

Our children thrived at Otwell Elementary! I truly cannot remember a time our children did not want to go to school other than an illness.

The teachers and staff were such a blessing. Not only were my children educated properly and thoroughly they were also encouraged to be kind and respectful to each other, the staff, the building and the playground. I always taught my children to have good manners so when these same teachings were continued at Otwell I knew we had found an awesome school!

All five of our children flourished in middle school and high school. Four of my children have graduated Pike Central High School in the top 10% of their classes and my youngest daughter is in the top 3% of her junior year at Pike Central. Jessica (my oldest) has recently graduated from Purdue University with a

Bachelors of Science in Anthropology. Ross has graduated from Wabash College with a degree in Diesel Mechanics. Sarah is a sophomore at Ball State University where she is studying architecture and received the Ball State University Presidential Scholarship for academics due to her excellence in high school. Madelynn is a freshman at Purdue University. I believe their love of learning was molded and nourished at Otwell Elementary which gave them the drive to do so well in their advanced learning.

I do not believe these words will ever come close to expressing my gratitude for the well-rounded education my children received from the teacher and staff at Otwell Elementary.

I appreciate your time in reading this and letting me express my deepest gratitude to the former staff and present staff at Otwell Elementary.

Sincerely,
Carrie Esposito

Hill's Auction Service
2573 N St Rd 257
Otwell, IN 47564
812-789-6652

October 21, 2015

To whom it may concern:

I am writing this letter in support of a charter school in the rural community of Otwell, IN. Presently we are part of the Pike County School Corporation. The board, despite community objection, has decided to close Otwell Elementary School (OES), at the end of this school year, May 2016. Our school serves approximately 160 students.

In 1975, Otwell High School was dissolved and consolidated with Petersburg and Winslow High Schools to form Pike Central Middle School/High School. The community of Otwell refurbished the former Otwell High School building, which now houses a library and a community center with frequent events. This building is beautiful, well maintained and updates are frequently made. It is a source of pride for our community. There has been no vandalism or crime associated with it. I state this to stress the support a charter school will have in Otwell. Parents, grandparents, extended family, even members of the community without affiliation to a current or future student, will continue to attend programs, sporting events, and presentations at a new charter school.

When OHS was dissolved, the economy in Otwell suffered. Several businesses lost customers, and were forced to close their doors. A survey has been conducted by "Friends of Otwell" and over half of the guardians said they would withdraw their children from Pike County School Corporation. If we do not open a charter school in Otwell, the economy of not only Otwell, but the entire county may never recuperate. I believe the results will be more than we can speculate, even impacting the future of the I-69 corridor.

As a business owner in Otwell, this is a grave concern! The depressed economy has already made it difficult. Without a school, there will be less reason to come to Otwell. This will cause further damage to all Otwell businesses.

Otwell residents are resilient and I am certain most, if not all, of businesses here will be very supportive of a new school. My husband and I own and operate Hill's Auction Service in Otwell. We will donate our services to host an annual auction to benefit a charter school in Otwell. Our three children all attended OES (as did I). My husband moved to the area at a later age and was part of the last graduating class of OHS. We, like the other residents of Otwell, understand the value of a school in our community.

As bad as the effect will be on our community without a school, the real concern is the jeopardy to our children's success. Our area is rural, and students could have a 45 minute

to a hour commute to one of the other schools in our corporation. Our students could easily have a 10 hour day. This will be detrimental to the success of our students. Not only will they have this long ride, but they will be "lost" in a new school. Some will be separated from their close friends. They will be put into a group of peers who are already established in friendships, causing further emotional triggers.

A larger amount of students in classrooms, the struggle to "fit in", fatigue from the long day, a change from the familiar, increased risk of bullying, adjusting to different staff, all spell out jeopardy for our children! The academic success of these students will be seriously threatened.

It will be difficult for many students to participate in after school programs. Practices and games, events of any kind, will cause an additional trip for parents. This will prevent many children from participating in most extracurricular events, further segregating them from their peers. The students at OES will not have access to what other children in our school district are receiving as "part of a free and appropriate fair education." This not only impacts our children at the elementary level but will continue through out their entire school career.

Thank you for your consideration in this very important decision. I hope you will partner with the people of Otwell and endorse our children's right for an equal opportunity to learn. Feel free to contact us if you have any questions or concerns.

Sincerely,

Keith and Marcia Hill
Hill's Auction Service
Otwell, IN

Jefferson Township Ruritan—Otwell, IN 47564

October 20, 2015

To Whom It May Concern:

Small towns many rural areas are slowly becoming only a memory or a brief spot in a county's history book. Sadly, it has become the current norm to concentrate industry and growth into a few concentrated areas, thus leaving a great majority of rural areas in peril of becoming "non-communities". Otwell, a village located in southwestern Indiana, is swiftly becoming yet another statistic. It is the wish of citizens, small businesses located within the town and the surrounding countryside, as well as the membership of the Jefferson Township Ruritan, the sole community service club of the township, to work toward keeping the town from disappearing.

It was announced in late spring of 2015 that Otwell Elementary would be closed in May 2016 due to erroneous management of district funds in years' previous. Otwell is the smallest school, so its closing will, at least, ease some of financial hemorrhage of the county-wide consolidated district. We do not wish to take issue with this financial decision; we do, however, wish to take issue with how this closure will affect the town itself.

Otwell Elementary is a four-star school—the only school in the district to have this distinction. Excellence in education in otherwise socio-economically depressed areas is commendable; multiple studies show that normally the more depressed the area, the more depressed the quality of the school. To put this bluntly, the school is the last bastion of this small area of the county. The town is aging, there is very minute population growth, there is growing transiency rate with less and less established and solidly economically successful households, and business/work opportunities are sparse.

Yet the school thrives.

It is truly through the support of the village and its citizenry—support that will remain regardless of who is running the school, be it a local district or a state charter. It has been made clear to all that the school will certainly have a different look, feel, and day-to-day operations will be a challenge. Nevertheless, the support continues. Quite outstanding for a town where the majority of its citizens have no direct relation/contact with the school itself. This is

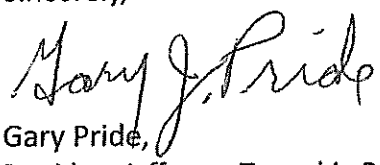
admirable proof that the school will be more than a school; it will be embedded and embraced within the community.

The Jefferson Township Ruritan's current census mirrors the dilemma of the town; we have a shrinking membership due to aging members outnumbering our younger members. Yet we, as a committed service group who lives our motto "fellowship, goodwill, and community service", will pledge our continued support to the school through donation of dictionaries, special treats, and reading materials for students. Our funds are finite, of course; nevertheless, we will do our best to keep supporting in years to come.

Small towns with small schools are truly the historical "heart" of our country. Please seriously consider the possibility of creating a charter for the current Otwell Elementary.

Thank You.

Sincerely,



Gary Pride,
President Jefferson Township Ruritan

TO WHOM IT MAY CONCERN:

The news by our local school board to close Otwell Elementary was devastating not only to our school family but to our entire community. We are a small rural community with a big heart. When there is a need, our community comes together to support the cause and to work out a solution.

Otwell Elementary is a Four Star School and a Blue Ribbon School. These accomplishments did not come easy but with a lot of hard work and dedication. The entire school staff cares about each and every child that attends. Their dedication and commitment to education is exemplified by the awards this school has achieved.

We believe that a Charter School will keep this tradition for our students. They have one on one teaching that helps to prepare each student for the next level of education. To take this away from our students would be wrong. Our students would have to be bused several miles to the other elementaries in the county.

Our school has been a drawing point for families wanting to relocate in our area. The small school atmosphere develops close friendships and nurtures life- long lessons intellectually, emotionally and physically to prepare student for responsible adulthood and citizens. They know what a great school we have and they want that for their children to secure a good base for their education.

Our local fire department has supported Otwell Elementary with various activities. One of the main activities is Fire Safety Week. These students are eager to learn about every facet of our equipment, the trucks, ambulances, etc. Our firemen look forward to this experience as some have attended this school growing up, they have children and grandchildren that attend. This is a source of pride and contentment to see these children learning.

Our school is very important to our children and our community. To lose our school would be devastating to so many families and our community. This school is important to the life of our community!

Roger Young, Chief

Jefferson Township Fire Department

October 20, 2015

TO: FRIENDS OF OTWELL ELEMENTARY

FROM: OTWELL STORAGE AND RENTAL

We are writing this letter of support for the creation of a new Charter school in Otwell, Indiana.

We both attended elementary and graduated from Otwell High School and went on to further our education. Our sons also attended elementary school here.

The elementary school in Otwell is what connects the people. If farther distance and longer travel time is required for parents and friends to attend student functions support will dwindle and so will student's participation. NOBODY WINS!!

To keep the Otwell Storage and Rental business going we need sufficient rental income. As managers we want to encourage and will support all efforts of Friends of Otwell Elementary to keep a school in our little town.

Yours Truly,

J. Roger Craig

J. Roger Craig

December 10, 2015

To Whom It May Concern,

I am writing this letter in support of the efforts of Friends of Otwell Elementary to establish and operate the Otwell Miller Academy as a Charter School under the sponsorship of Ball State University. I understand this is made necessary because the Pike County School Board has made a decision to close the Otwell Elementary School at the end of the 2015-16 school year.

I also understand the closure of Otwell Elementary School is a result of a financial deficit carried forward from previous years. It is evident this problem should have been foreseen by previous administrators and school board members and adequate measures taken to deal with the shortage of funds. This mismanagement has resulted in the "meat axe" approach which has been taken.

I attended and graduated from Otwell Elementary and Otwell High School and found my education enabled me to complete a BS, MS, and EdS in education from Indiana University. I worked in the public schools of Indiana for 47 years as a teacher, high school principal, elementary principal, assistant superintendent, and superintendent. I know of the high achievement of Otwell Elementary students over the history of the school. I also know of the high achievement of Otwell Elementary students in recent years.

The students and community worked hard to get the current Otwell Elementary School established when the consolidation occurred. Shame on the past Pike County School Board and administration for letting this happen. The current Pike County School Board and administration should cooperate with the Friends of Otwell Elementary in their efforts to establish the Otwell Miller Academy Charter School.

Sincerely,

David Chamness

David Chamness

December 22, 2015

To Whom It May Concern:

I am a graduate of the Otwell schools. My schooling began in 1958 with Mrs. Fay Rhoads' first grade class. Several of my elementary years where in a classroom shared with the next grade level. One I remember was 2 rows of 3rd graders and 2 rows of 4th graders in one room. Those small class sizes were a definite enhancement to my educational base. The teachers knew each student well.

Sometime during my elementary years the Velpen and Algiers elementary schools closed and were brought into the Otwell school. The addition of those students did not appear to make any difference in the instruction quality as the class sizes were still smaller than typical. Teachers were able to give valuable attention to the subject matter and to the students.

Having the school located in Otwell meant we could participate in more after school activities and a short bus ride. The town has lost several businesses since my school days which is in part caused by the consolidation of the Otwell middle and high school into Pike Central.

There were only 39 in my high school graduating class. The 12 years in Otwell gave me a solid base for my college years and beyond.

More recently, Mom passed away in 2013 and her house became into a rental property. The family with four young children who rented house came from Newburgh, IN. They had researched the Otwell school before filling out the rental application. The quality and high scores of the Otwell elementary school made them very comfortable with Otwell. In the two years since they always mention the excellent education their children are receiving – even liking the Otwell school better than the Newburgh schools. Last year their special needs child started kindergarten. I have heard them speak frequently of the elementary school and the care the teachers and staff took. Specifically, this child was placed in the regular class and did not realize there was anything different about her.

The test scores and ranking of the Otwell elementary school compared to Winslow and Petersburg are far superior. Along with much larger class sizes and proximity to the school, it would be a dis-service to the Otwell community and its children if a Charter School is not started. There is also a strong possibility the educational quality of these students will decline not to mention much longer bus rides and other inconvenient factors.

Respectfully,
Janice Evans

Janice Evans
1406 North Saint James Blvd
Evansville, IN 47711
janiceevans@att.net
812-476-6721

8339 E State Rd 56
Otwell, IN 47564
December 17, 3015

To whom it may concern:

I am writing about our concern regarding the closing of Otwell Elementary School.

Not only did I attend school at Otwell, but so did our two sons as well as my granddaughter.

For 26 years I worked in the Pike County School Corporation, of which Otwell Elementary is a participating school. I worked in the cafeterias and retired as the head cook at Otwell Elementary.

In a small town the school holds a prominent place, as parents, grandparents, aunts, uncles, and townspeople attend programs being performed by the students. On the night of the Christmas program, you would scramble to find a parking place or a seat. Sports are very well attended also. This small town atmosphere helps our students to get established before moving on to a larger school.

To lose the school sounds a death knoll for our town, as with the high school consolidation we began to see loss of businesses and our town shrink.We are standing behind The Friends of Otwell as they work to keep a school here in Otwell.

Sincerely,

Larry and Shirley Powell

Larry Powell
Shirley Powell

December 12, 2015

To Whom It May Concern,

When I learned this past summer of the Pike County School Corporation's plan to close Otwell Elementary School I was deeply saddened. The Otwell School and community, along with my parents, Andy and Joanna Anderson, are responsible for the positive influences in my young life that have made me a better parent, educator, and citizen.

In 1960 my parents and I moved to Otwell. We lived there until my graduation from high school in 1977. I am thankful a man by the name of Paul Hollis hired my Dad to teach and coach at Otwell High School. To this day I maintain my friendship and keep in contact with the Hollis family. I would not trade the seventeen years in which I lived and grew up in Otwell for anything.

The saying " It takes a community to raise a child" is one I truly believe. Not only were the teachers and staff at the Otwell School positive role models, but also many neighbors and fellow church members, too numerous to name, were also. The teachers made sure we were not only academically prepared, but were ready for the world ahead of us. Our neighbors and other folks in the community, along with the teachers, taught us valuable life lessons. My wonderful Sunday School teachers at the Otwell United Methodist Church guided us in faith.

Growing up in a small community and attending a small school gave me a sense of security and a wonderful learning environment. You could say I practically grew up inside the school. Since Dad taught, coached at all grade levels, and was the principal the last four years of OHS school was like a second home. I saw first hand how my parents influenced and impacted the lives of numerous young people through their work as educators. They taught and lead by example by becoming part of the community. Their teaching did not end at 3 pm daily during the school year. They taught and worked with young people 365 days of the year. Only in a small school and community will you find such dedication and devotion to young people.

Attending school in which all twelve grades were in one building was special. Teachers and older students positively influenced my life at an early age. I looked up to them and wanted to be just like them. You cannot find this closeness in a large school. My Otwell classmates and friends will always be special to me.

This small school has had many successful graduates that have included physicians, lawyers, educators including a university president, career military personnel, business owners, and corporate leaders. Although most have moved from the area, they are leaders in other communities due to the lessons and values learned while attending the Otwell School. There are also many successful graduates who remained in the community. Some came back to teach, while others stayed and worked locally influencing the youth and being positive role models.

Most parents had to leave the community daily in order to make a living when I was growing up there. They did not have to worry about their children while at school. Parents knew their children were safe, receiving a good education, and being prepared to become valuable citizens. This is still true today. Parents must leave the community daily to make a living. If the Otwell School is closed, the students will be traveling farther to attend another larger school. Parents and students will be stressed with the worry of longer travel time and larger classes. Will the students be given the same or needed attention and assistance? Some students already travel more than ten miles one way to reach the Otwell School. Is it fair for these young students to have to travel twice the distance? What will happen to the Otwell community if the school is completely closed? The closing of OHS forty years ago had a major impact on the town. Businesses eventually closed and folks moved. The school is the center of activity in a small town.

The lessons I learned, along with the values of working hard, honesty, integrity, and respect instilled in me by my parents, my Otwell teachers and neighbors, and folks at the Otwell United Methodist Church, I have tried to instill in my two sons. As I teach young students today, I also try to be a positive role model, instill a good work ethic and values, and prepare them academically. The world has changed greatly in the past forty years. However, I feel children still need what my grade school friends and I needed and received – a good education, positive role models, a feeling of security and closeness, opportunity to be challenged, and to develop academically and socially as only a small school can provide.

My hope is for the Otwell School to remain open, allowing current staff to continue to nurture and prepare the Otwell area children for bright futures. So again, thank you Paul Hollis for bringing me to the Otwell community. Thank you to my former teachers for providing a positive learning environment, challenging us, and holding us to accountability. Thank you friends and neighbors for your sharing, caring, and life lessons. Thank you fellow classmates and students for lifelong friendships. Most of all, thank you Mom and Dad for your dedication to teaching and being positive role models to not only Angie and I, but to students in Pike County for over five decades. Your giving still continues today in Pike County.

I will always be an Otwell Miller. I am very proud of that.

Kim Anderson Elliott

Kim Anderson Elliott

TO WHOM IT MAY CONCERN:

This letter is in reference to the closing of Otwell Elementary School.

A school is the lifeblood of a community, once it closes there is a different feel or lack of spirit. I understand the financial difficulties that the Pike County School Corporation is in. If I thought closing Otwell Elementary School would solve all the problems of the Pike County School Corporation it would be possible to except their decision. How many people actually believe that closing Otwell Elementary School will save the Pike County School Corporation? If you believe that you are truly naïve and/or misinformed.

Ask the Pike County School Board Members what their master plan is rather than closing another school, filing bankruptcy, or letting the state take over running the school corporation. They justified the closing by understating the enrollment and overstating the cost of upkeep on the Otwell building. Do you really believe that the Otwell School is in worse shape than Winslows or Petersburgs? Rather than have public meetings on considering the closing of Otwell Elementary the School Board more or less decided in the middle of the night to make the decision. Whatever happened to Public Relations, didn't the Otwell Community deserve to be treated respectively? I thank the Otwell Community pays taxes like the rest of the county.

Some people feel the reason Otwell Elementary School has been so successful is strictly because of small class size. That certainly helps but it is only one thing in play. The dedication of the teachers, the backing of the parents and the overall teamwork of the entire community has helped make the Otwell Elementary School successful. Also adding an extra hour a day for some students riding the bus will be a deterrent to learning.

Remember the expansion of the Pike County Library System when the Otwell Community raised more than 100,000.00 to get the library in Otwell. How much did the other communities raise to help the Library Board? This is just an example of how the Otwell Community works together.

I had the privilege to be on the first two elected school boards in Pike County and was involved in building Otwell Elementary and Pike Central Middle/High School. With a forward thinking Superintendent of Schools in Carl Swift, the new schools were paid off in 15 years. This was unheard of in other school corporations. It looks like the present school board should look for outside help in getting their act together.

Sincerely, Jan C. Hollis

10/29/2015

To Whom It May Concern,

I was raised on a farm with 5 siblings in Kansas, in a small community called Fredonia. Where everybody knew everyone and helped each other when needed. That was 58 years ago, when children played outside, helped with the chores and worked in the fields with their parents. Some would describe this era as "THE GOOD OLD DAYS", where values and respect for others were instilled in children.

Well, I married a man who was raised in Otwell. I meet him late in life and the first time we visited his parents in Otwell, I knew I wanted to live here. My husband retired from the USAF as a Colonel. He served our country 27 years, worked in the Pentagon and was a pilot for most of his career. After retiring my husband's second career was a elementary thru middle school teacher. His mother was a first grade teacher and his father was a welder. I am a retired register nurse, my mother was a LPN and my father was a farmer. Wanted to give you a little background on our families to show we are just like everyone else, hard-working citizens and have values instilled in us from our childhood.

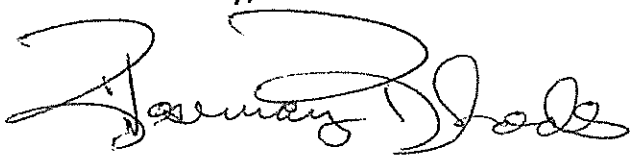
In one of our community churches I was watching the children during "Children's Moments" and was so impressed on how eager they were to learn and talked about helping mommy and daddy at home. I could not help but think what will happen to these children when the school closes. The first thru third graders will be bused to another town while their brother or sister will be bused to another school. This will be very devastating to these children and their families. I could not help but think of my childhood when our school closed.

My siblings and I went to a private school where they had two rooms where first, second, and some third graders in the same room, and the other third, fourth, and fifth in the other room. I will never forget how scared I was when my brother graduated fifth grade and went to the public school, leaving me behind in third grade. I was so scared for my brother not knowing if he was ok.

This community will change which is very disturbing to me and my family. We have a hardware store, a privately owned gas station who still pumps your gas, a mini mart gas station but, you pump your own gas, and a privately owned trucking company who hauls coal. In the elementary school there is one family, whose grandfather is the custodian and his two granddaughters and grandson attend the school. So, Grandpa will lose his job and the grandchildren will be bused to two different schools.

I am on the Board of Directors for "Friends of Otwell" the organization working to open a charter School with a wrap-around preschool/daycare. We are hoping to keep this community alive.

Sincerely,



Rosemary Rhodes

Dennis Weitkamp
7370 E Waylon Dr
Winslow IN 47598
Phone (812) 630-1453
dennis.h.weitkamp@usps.gov

10/21/2015

To Whom It May Concern:

My name is Dennis Weitkamp and I work for the US Postal Service. I have been employed at USPS since 1994 and I am the current Postmaster of the Petersburg Post Office. I am also the Administrative Postmaster of the Otwell and Monroe City Post Offices.

During the last 12 years, I have worked with many people from the Pike County area that have attended Otwell Elementary and/or have had their children attend there as well. I had always heard that Otwell Elementary was an excellent school. So much in fact that Otwell School was the main reason my family decided to move to the area. A few years ago, we built a new home just a couple of miles outside of Otwell; just so our children could go to school there. Our youngest child is in Kindergarten there this year. Our family was, and still is, looking forward to her completing her elementary years at Otwell.

I fully support Otwell Elementary for many reasons. With just a little research, I have found substantial evidence to support the following ideas: Smaller schools are better for students and teachers; Students are negatively impacted by transitions from one school to another; Students perform better academically in smaller classroom settings.

This is true at Otwell Elementary. Student participation in extracurricular activities is evident; there is a student's sense of belonging; community involvement; student performance; and a high level of staff interest in student success. When communities are broken up and students are disrupted, these qualities are lost.

When you lose a school, you start to unravel the very thread that

holds the community together. A decline in population soon follows and it affects the work force in the area for all employers. History proves that. Just look at the communities of Stendal and Spurgeon when those communities lost their school. School closures result in larger, more crowded schools, fewer students attending neighborhood schools, more traffic problems, and more parents choosing to leave the school district all together.

There comes a time when a person must realize that a greater loyalty must lie within the betterment of our youth. Why close schools and break up the community when we should be creating new educational opportunities that build the community and attract students from other school districts. We should be concentrating on becoming a benchmark educational force.

The rebirth of Otwell Elementary as a charter school will generate new and tremendous opportunities and provide greater resources for the community, county and surrounding area. Our goal should always be to provide a variety of resources and experiences for our young people as well as our teachers and staff.

In the Otwell community, I see untapped community members capable of rising to the forefront of educational involvement. I see mentors, employers and civic leaders providing finances and instruction. I see a population of productive students learning, gaining knowledge and turning their dreams into reality.

Sincerely,

Dennis Weitkamp

October 20, 2015

To Whom It May Concern,

My husband and I with our 17 year old son moved to Otwell Indiana in 1995 and our son attended Pike Central his senior year. One of the reasons we chose to move to Otwell was because we had heard it had an excellent school. And if our son chose to settle down here, his children would have a good school to attend.

We have been told that at the end of this school year our school will be closed. This town needs a school. Without a school people will move away and our town will die. Families with children won't want to live in a town without a good school.

So we are trying to get a charter school started to keep our children here in Otwell. I feel this is best for our town. I have read good things about charter schools. We are losing a very good school, but we could have a better school in the town of Otwell.

Thank You,

Marcia Seifrig

Marcia Seifrig

October 20, 2015

To Whom It May Concern:

We are writing this letter in support of establishing a charter school to replace the Otwell Elementary School which will be closed at the end of the 2015/2016 school year.

We were transferred to Otwell High School after the Velpen School closed. When I attended the Velpen School, there was a factory, grocery store, gas station and restaurant in the town, those have all since closed. We have lost our bank in Otwell and the post office is only open for half a day now. I would hate to see Otwell become another Velpen when we lose our school.

Both of our children attended Otwell Elementary School and now my grandchildren are students there. They have all received an excellent education and we are disappointed that this 4-star school is closing.

Having a local charter school will keep the commute times and crowded classrooms to a minimum so that our children can continue to receive a good education. It will also help keep this community alive and thriving and benefit this area immensely.

Thank You,

Mr. & Mrs.Michael Willis

Dear Friends,

My husband and I both went to Otsego Elementary, Otsego Jr. High, and Otsego High School. Our Daughter went to the new and present elementary school. We all have some very good memories. First date, Cheerleader FFA, ball games and just friends from small classes.

The town dies when the school are taken out. It was bad enough when the high school was taken out let alone the elementary school.

If our Kids are sent to Winslow and Petersburg how long are they going to be on buses. Also how is Winslow and Petersburg going to handle that many more students. They are already crowded.

We are retirement age and we don't have grandchildren close but we still don't want the school to close.

Wayne & Myra Traylor

October 29, 2015

To Whom It May Concern,

I am writing on behalf of the Otwell Elementary School to stay open.

This is a wonderful school with great teachers, staff and outstanding students.

I'm a mother of three children who attend schools in Pike County. They are in the 8th and 12th grade and both have outstanding grades and achievements. They both attended Otwell Elementary from preschool to 5th grade.

I'm very concerned for my other child who is in kindergarten this year. I am afraid she is going to really suffer from the closing of this school by not having had the opportunity to learn as well as my other children have.

As a business owner in this community, I am concerned for myself and other businesses in our community and surrounding counties in Pike County that will suffer from the closing of the school. Families may leave and businesses close due to the loss of our school.

It deeply saddens me that this is all happening to our county. I want my youngest child and other children to be able to attend this wonderful school and the teachers to be able to keep their jobs here at Otwell Elementary School.

If Otwell Elementary School can't stay open, I hope and pray a charter school would be able to be here. I 100% approve of it.

Thank You,

Denise L. Padgett

October 22, 2015

To whom this may concern,

I am writing for support of the Friends Of Otwell endeavor to start a charter school in Otwell Indiana.

Our local Otwell Elementery school is to be closed in the year 2016. My husband was born near Otwell, raised and educated in Otwell, schools and I came to Otwell High school my Junior year. We both graduated there.

We have seen Velpen, Stendal, Spurgeon, Union elementary schools in our county close and also the towns dying with those closings. It is a 15 to 30 minute from Otwell to drive to a town of any size to grocery shop, bank, doctor or any other essential everyday living. Not to mention the many trips made to the elementary school for parents that have students in the Otwell schools that will have to drive that distance to Winslow, or Petersburg elementery schools (13 or 25 miles) from Otwell

We are the only elementary school in Pike county to have a blue ribbon and 5 star ratings in Pike county. Our teaching staff is excellent.

Thank you for the time spent reading this plea for a charter school. We will be willing to help in any way to get this school started and in operation.

Sincerely,

Jerry and Dorothy Traylor

Dorothy Traylor

Jerry T Traylor

To Whom This May Concern:

Lets start by saying I'm 65 yrs. old. Much older & wider as you might say. You can't put a price on our children's education and I believe as a grandparent that's whats happening.

Children develop social skills at a younger age. I have sit back and watched our children become teachers, nurses, air-plane pilots, fire-fighters, service-men and now my Grandson who is going to be a construction engineer, so proud of him. What more can people ask for!!! When people think that children don't get as better education in a smaller school they're badly wrong. That brings us to the part of a grandparent.

Grandparents play a huge part in our grand-children's lives. Very few parents are not working nowadays. As a grandparent having the

school close means so much. If it hadn't been I might not been able to take and pick her up at preschool and Kinder-garten. If she is sick or forgot something I'm 5 mins away. These children need structure and love and to know we're there for them. This makes their studies so much more easier. I have 2 more just starting in a couple years.

This takes me to the next chapter. I come from the old school. I was struggling in language and Mrs. Karen Cooper finally got it through my head. Her and many others were wonderful teachers. We have wonderful teachers at Utwell now. They have these children best interest at heart.

Finally I would like to say losing our school at Utwell would cause so much heartache and hardship to parents, grandparents and teachers. We need our school for God's children and many more to come. Lets keep these children in our prayers. God Bless Everyone he does answer prayers.

812)354-2021 Linda Boyd

Robin & Mike Whaley
6224 E State Road 356
Otwell, Indiana 47564
812-582-0270

October 15, 2015

To whom it may concern:

As past attendee and parent of children who attended Otwell Elementary, we endorse supporting the community in forming a Charter School.

Otwell School is close to the Community Center and Senior Housing facility that house relatives of school children who would like to stay close to their families. It also provides opportunities to excel in education, religion and small town community involvement, which will continue into their adult life.

A charter school will be self sufficient and not cost any expense to the Pike County School Corporation and our children should not have to suffer. The community is trying to work with the corporation in a positive way to solve the educational needs for the Otwell area students.

If the school is taken away we will lose all the younger families moving into the Otwell area, which will support Pike Central School. Our families have supported Pike County Schools in many aspects and are continuing to support the schools for the good of the children.

We would like Pike County School Corporation to support the solution to form a Charter School for the educational needs of the area students.

Thank You,
Robin & Mike Whaley

To Whom It May Concern:

My name is David Kavanaugh and I live in Winslow, Indiana. My daughter has attended Otwell Elementary since she was four years old. She is currently in 4th grade this year. While we live blocks away from another elementary school in our district, we have always chosen to send our daughter to Otwell. This decision was quite easy for us. Otwell Elementary has received numerous awards over the past several years. They have been recognized as a Top-Gainer school by the Indiana Student Achievement Institute for a number of consecutive years. Otwell Elementary has also been recognized as a Four-Star school several times. They were even recognized at the national level as Blue Ribbon school in 2011. It was obvious to us that she would receive a great education at this school.

While the awards are impressive, what touched us most about this school is its family atmosphere. Otwell Elementary has a small staff with hearts of gold. They look out for the student's best interest, not only in education, but in all aspects of their life. This school is our daughter's "home away from home" where she feels safe and loved 180 days a year.

It took us by surprise when the school corporation decided it would close the school so near and dear to our hearts in June 2015 due to financial reasons. It is my understanding that Otwell students will have to be transferred to neighboring schools. I am concerned about the overcrowding that will occur in these classrooms and how that will affect my daughter's educational experience. Many students will also now be faced with long commutes on the bus to and from school every day.

I strongly believe that a school needs to remain in Otwell. This little school is so much more than a building in our community and an educational institute for the students. Otwell Elementary is a family and the lifeblood of our community. This school is the "heart" of our community and I fear that if it closes, our little town will slowly fade away as well.

Sincerely,

David A. Kavanaugh

David Kavanaugh

December 29, 2015

To whom it may concern:

This is my thoughts and concern about the closing of Otwell 4-star elementary school and the formation of a charter school. I think the children of the area deserve to have the opportunity to attend a smaller school where the education is more personalized.

I attended Otwell School all 12 years of my education. I can accredit my like of school to the community school and the teachers that had the time to give me a love of learning which wouldn't have been possible in a larger, impersonalized school. I felt like I had to do well because this was a community school and all the students and most of the teachers lived in the area. We didn't have to ride the bus a great distance, so we felt better and more ready to learn when we got to school. If the community school isn't allowed to exist I feel as if we and the whole community, and most important the students, have lost something that can never be regained. I think the area students should have the opportunity to attend an a community school if they and their parents so desire and not be deprived of the closeness and comradeship of attending a community school where the learning is more conducive to doing well in school. I think the ISTEP scores show this because Otwell elementary scores were by far the best in the county this year.

I am asking you to grant the charter school because the **MOST** important thing is the students and they should be put before anything else. The community dies also when the school leaves.

Sincerely

Jerry W. Pride

June 4, 2016

To Whom it May Concern

I graduated from O. H.S. in

1956.

Our children attend Otwell grade school

Our Grand Children attend Otwell grade

School

My Great Grandchildren attend

Otwell this year

1 Great grandson is in 5th grade

1 Great granddaughter is in Kindergarden

Hope we can keep a school in

Otwell for many more years

It is a good school

Marilyn J Padgett

ck enclosed

15 December 2015

TO WHOM IT MAY CONCERN:

- In growing up on our family farm North of Otwell, riding to school by the bus to Otwell was a big deal. With the exception of church, all activities away from home were centered around school in Otwell, IN.
- Music - playing in the HS Band and marching in parades at Christmas. Band Day at IU in Bloomington, IN.
- Going to the basketball games to watch the Otwell Millers play. Cheering for the Otwell Millers when they won their Sectional.
- Senior Class Play: Acting in front of a pack gymnasium.
- Even Free Shows on the school grounds on Friday nights.
- The community cares about the future and is not afraid of hard work to achieve their goal of starting a Charter School.

Sincerely,

Friends of Otwell Elementary School

Janice E. Hill '63 Grad' of Otwell 12/15/15

R Scott Hill '81 Grad' of Pike Central 12/15/15

PS: Checks Enclosed

ATTACHMENT 9

PRINCIPAL CANDIDATE QUALIFICATIONS AND TIMELINES

Principal
Qualifications – Performance Abilities
Developed January 10th, 2016

QUALIFICATIONS: Required

2. Master's Degree or equivalent.
3. Demonstrated ability to exercise the responsibility allocated to an elementary Charter School.
4. A minimum of 3 years previous administrative / leadership experience.

QUALIFICATIONS: **Preferred** 1. Previous work with a charter school
2. Working knowledge of Place-Based Education
3. Familiarity with Pike County community

JOB GOAL: To utilize leadership, supervisory, and administrative skills in promoting the educational development of each student.

- Reports to The OMA Board of Directors
- Supervises all school personnel, directly and/or indirectly
- Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community – in support of Place-Based Education
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.
- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.

- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

The OMA Board will place an advertisement for this position on the Indiana Department of Education Website, Monster.com, CareerBuilders.com, OMA Facebook Page, OMA Website.

Timeline:
March 15th – April 15th Gather Candidates Qualifications
April 16th – Phone Interviews
April 20th – 29th In Person Interviews
May 1st Offer Position to Candidate

ATTACHMENT 10

SCHOOL ADMINISTRATOR RESUMES AND BIOGRAPHIES

NOT APPLICABLE

ATTACHMENT 11

ARTICLES OF INCORPORATION, NON-PROFIT AND TAX EXEMPT STATUS, BOARD BYLAWS AND POLICIES

ARTICLES OF ORGANIZATION
OF
Friends of Otwell Elementary Ltd.

The undersigned organizers, desiring to form a not for profit limited liability company ("Company") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby execute the following Articles of Organization.

ARTICLE 1
NAME OF COMPANY

The name of the Company is Friends of Otwell Ltd.

ARTICLE 2
PURPOSES

The purposes for which the Company is formed are:

To carry on, engage in or conduct any business or do any act or acts which are permitted by law, and which are necessary or desirable to exercise and enjoy all other powers, rights and privileges granted by the Act, as amended from time to time. The Company is organized exclusively for educational purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. No amendment shall be made which shall invalidate this tax exempt purpose.

Section 1. Business of the Company. The business of the Company, without limitation is to encourage educational opportunities in Pike County, Indiana with a focus on the geographical area around the community of Otwell, Indiana.

Section 2. General Powers. In furtherance, and not in limitation, of the powers conferred by law, the Company shall also have the following powers:

a. To continue as a limited company, under its company name until terminated by the Act or the terms of the Operating Agreement;
b. To sue and be sued in its company name;
c. To acquire, own, hold, use, lease, mortgage, pledge, sell, convey or otherwise dispose of property, real and personal, tangible and intangible;
d. To make contracts and guarantees and incur liabilities, borrow money at such rates of interest as the Company may determine, issue its notes, bonds and other obligations and secure any of its obligations by mortgage or pledge all or any of its property, franchises and income;
e. To conduct business in this state; to have one or more offices within this state, and to acquire, own, hold and use, and to lease, mortgage, pledge, sell, convey and otherwise dispose of property, real and personal, tangible and intangible, within this state;
f. To acquire, guarantee, hold, own and vote, and to sell, assign, transfer, mortgage, pledge or otherwise dispose of the shares, interests, bonds, obligations, securities or evidences of indebtedness of any other corporation, limited liability company, partnership, association, joint ventures, trust or enterprises, whether such entities or organizations be domestic or foreign;
g. To appoint such officers and agents as the business of the Company may require, and to define their duties and fix their compensation;
h. To indemnify any person who is or was a volunteer, member, officer, employee or agent of the Company, or is or was serving at the request of the Company as a member, manager, officer, employee or agent of another corporation, limited liability company, partnership, association, joint venture, trust or other

enterprise, against expenses actually and reasonably incurred by such person in connection with the defense of any action, suit or proceeding, civil or criminal, in which such person is made or threatened to be made a party by reason of being or having been in any such capacity, or arising out of the said person's status as such, except in relation to matters as to which such person shall be adjudged in such action, suit or proceeding, civil or criminal, to be liable for willful misconduct or recklessness in the performance of said person's duty to the Company; provided, however, that such indemnification shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any provision of the Articles of Organization, Operating Agreement, resolution or other authorization heretofore or hereafter adopted, after notice, by a majority in interest of the members and provided further that expenses incurred in defending any action, suit or proceeding, civil or criminal, may be paid by the Company in advance of the final disposition of such action, suit or proceeding notwithstanding any provisions of this article to the contrary upon receipt of an undertaking by or on behalf of the volunteer, member, officer, employee, or agent to repay the amount paid by the Company if it shall ultimately be determined that the volunteer, member, officer, employee, or agent is not entitled to indemnification as provided in this section;

i. To purchase and maintain insurance on behalf of any person who is or was a member, officer, employee or agent of the Company, or is or was serving at the request of the Company as a member, manager, officer, employee or agent of another corporation, limited liability company, partnership, association, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of said person's capacity as such, whether or not the Company would have the power to indemnify such person against such liability under the provisions of the section;
j. To make an operating agreement for the government and regulation of its affairs (the "Operating Agreement");
k. To cease doing business and to dissolve and surrender its company franchise, with upon dissolution of this Company, 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 state or local government for public purpose;
l. To be a promoter, stockholder, partner, member, manager, associate or agent of any corporation, limited liability company, partnership, association, joint venture, trust or other enterprise;
m. To do all acts and things necessary, convenient or expedient to carry out the purposes for which it is formed;
n. To carry on, engage in and/or conduct any business or businesses or do any act or acts which is a natural person or persons might do an which are necessary, convenient or expedient to accomplish the purposes for which the Company is formed and such as are not repugnant to law; but the Company shall not be deemed to possess the power of carrying on the business of receiving deposits of money or of issuing bills, notes or other evidences of debts for circulation as money, and the Company shall not engage in the business of rural loan and savings association, credit unions nor conduct a banking, railroad, insurance, surety, trust, safe deposit, mortgage guarantee or building and loan business; and
o. The foregoing clauses shall be construed as powers as well as purposes and the matters expressed in each clause shall, except if otherwise expressly provided, be in no way limited by reference to or inference from the terms of any other clause, but shall be regarded as independent powers and purposes; and the enumeration of specific powers and purposes shall not be construed to limit or restrict in any manner the meaning of general terms or the general powers of the Company, nor shall the expression of any one thing be deemed to exclude another not expressed, although it be of like nature. The Company shall be authorized to exercise and enjoy all other powers, rights and privileges granted by the Act, and all the powers conferred by all acts heretofore or hereafter amendatory of or supplemental to the Act or the said acts; and the enumeration of certain powers as herein specified is not intended as exclusive of, or as a waiver of any of the powers, rights or privileges granted or conferred by the Act or the said acts now or

hereafter in force; provided, however, that the Company shall not in any state, territory, district, possession or county carry on any business or exercise any powers that a limited liability company organized under the laws thereof could not carry on or exercise.

ARTICLE III

PERIOD OF EXISTENCE

The Company shall continue perpetually until it is dissolved by the Act or the terms of the Operating Agreement.

ARTICLE IV

RESIDENT OFFICE AND AGENT

The street address of the Company's initial registered office in Indiana and the name of its initial registered agent at that office is: Bob Rhodes, Secretary, 10172 E County Rd 200N, Otwell, Indiana, 47564.

ARTICLE V

ORGANIZER

The name and post office address of the organizer of the Company is:

NAME	ADDRESS
Michael Houtsch	2935 N State Road 257, Otwell, Indiana, 47564

ARTICLE VI

PROVISIONS FOR THE REGULATION OF BUSINESS AND CONDUCT OF AFFAIRS OF COMPANY

Section 1. Member Managed Company. The Company shall have no managers and the management of the business and affairs of the Company is vested in the members. Except as provided in the Operating Agreement, a member has all rights to receive notice and act on behalf of the Company as the Company's agent.

Section 2. Meeting of Members. Meetings of the members of the Company shall be held at such place within or without the State of Indiana as may be specified in the respective notice or waivers of notice thereof.

Section 3. Action Without Members Meeting. Any action required to be taken at a meeting of the members of the Company, or any action which may be taken at a meeting of the members, may be taken without a meeting if, prior to such action, a consent in writing setting forth the action so taken shall be signed by all of the members entitled to vote with respect to the subject matter thereof and such written consent is filed with the minutes of the proceedings of the members. Such consent shall have the same effect as a unanimous vote of the members, and may be stated as such in any articles or documents filed with the Secretary of state under the Act.

Section 4. Amendment of Articles of Organization. The Company reserves the right to alter, amend, restate or repeal any provision contained in these Articles of Organization in the manner now or hereafter prescribed by the provisions of the Act, or any other pertinent enactment of the General Assembly of the State of Indiana, and all rights and powers conferred hereby on members, directors, and officers of the Company are subject to such reserved rights.

IN WITNESS WHEREOF, The undersigned, being the individual designated in Article V, executes these Articles of Organization and certifies to the truth of the facts stated this ___ day of November, 2015.

11/12/15

Michael Houtsch, President of the Board and Organizer

Bylaws

Chapter 1
Identifying Information

1.1 *Name.* The name of the Nonprofit Corporation ("Corporation") is Friends of Otwell, INC

1.2 *Seal.* The corporation shall not require a seal.

Chapter 2

Fiscal Year

The fiscal year of the corporation shall begin on July 1 and conclude on June 30, and shall be subject to change by the Board of Directors ("Board").

Chapter 3

Purpose

The Corporation is a non-profit corporation organized under the laws of the State of Indiana and its purposes are set forth in the Corporation's Articles of Incorporation ("Articles").

Chapter 4

Board of Directors

4.1 *Functions and Powers Generally.* The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board, subject to the provisions of the Articles and these Bylaws.

The Board shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided in the Articles and these Bylaws, and may take such lawful acts as the Board deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

4.2 *Qualifications and Number.* The Board shall have the number of directors, not less than five (5) and not greater than nine (9), as designated by resolution of the Board from time to time. At all times all directors of the Board shall be residents of the State of Indiana, and at least one-half (1/2) of the directors of the Board shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school(s) operated by the Corporation ("School").

No individual may serve on the Board if that individual has been convicted of any offense set forth in Indiana Code ("IC") 20-26-5-11(b) or of any offense substantially equivalent to any of the offenses listed in IC 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School's sponsor (as the term is defined in IC 20-24-1-9) (the "School's Sponsor"). If order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a director of the Board, an expanded criminal history check (as defined by IC 20-26-2-2) shall be performed as to each director. If the organizer (as defined in IC 20-24-1-7) ("Organizer") is leasing from a religious organization, no director of the religious board and no religious leader of the religious organization may simultaneously serve on the Board.

4.3 *Terms, Vacancies, and Election.* At the regular meeting of the Board immediately preceding the expiration of the term of any director, the Board may elect by majority vote a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until a successor is elected and qualified.

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

No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before the director again may be elected or appointed to the Board. The Corporation shall notify the School's Sponsor promptly upon the election of any new director of the Board. All newly elected directors shall participate in a board training session approved by the School's Sponsor.

In order to ensure reasonable continuity among the Board, the directors' terms may be staggered as necessary.

4.4. *Removal of Director.* The Board may remove one or more directors with or without cause pursuant to the provisions of IC § 23-17-12 *et seq.*

4.5 *Committees.* The Board may create and appoint individuals to one or more advisory committees having such responsibilities as the Board shall specify. Members of such committees may, but need not, be directors of the Board. Each committee may have one or more members, all of whom serve at the pleasure of the Board. The creation of a committee and the appointment of committee members must be approved by the greater of (a) a majority of all the directors in office when the action is taken, or (b) the number of directors required by the Articles or these Bylaws to take action under the provisions of IC § 23-17-15-6. The provisions of IC §§ 23-17-15 *et seq.*, which govern meetings, action without meetings, notice, and waiver of notice, apply to committees and their members.

A committee member appointed by the Board may be removed by the Board with or without cause.

Chapter 5
Meetings and Action of the Board of Directors

5.1 *Time.* The Board shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board, for the purpose of transacting such business as properly may come before the Board. The Board shall hold regular meetings on a monthly basis during the academic year of the School and shall hold at least one (1) regular meeting during summer break.

Notwithstanding the preceding paragraph, the Board may hold special meetings for any lawful purpose, aside from the election of directors of the Board, upon not less than two (2) business days' notice, and upon call by the Chair and at least one (1) other director of the Board, or by two (2) or more directors of the Board. A special meeting shall be held at such date and time as specified in the notice of the meeting.

5.2 *Compliance with Open Door Law.* Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, IC 5-14-1.5-1 *et seq.*, in connection with all regular or special meetings of the Board. Without limiting the foregoing, the Board shall post notice of any regular or special meeting, including the agenda for such meeting, not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

5.3 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 director of the Board so that such notice is effective at least two (2) 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.

Notice of a meeting to a director may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board 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.

5.4 *Place.* All regular and special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event regular meetings shall be held at such location as may be approved in advance by the School's Sponsor.

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

5.6 *Chairperson of the Meeting.* Meetings of the Board shall be presided over by any Director chosen by the Board.

Chapter 6
Officers

6.1 *Titles and Vacancies.* The officers of the Corporation shall consist of a President, a Vice President, a Secretary, a Treasurer, and such other officers as the Board may otherwise elect. An officer may not simultaneously hold more than one (1) office.

An officer shall be a director of the Board. Any vacancy in any office shall be filled by the Board, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until a successor is elected and qualified.

6.2 *Term.* Each officer shall be elected by the Board and shall serve for one (1) year, or such other period as prescribed by the Board at the time of such election, and until the officer's successor is elected and qualified.

6.3 *Authority.*

(a) *President.* The President shall have general supervision, management, control, and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board from time to time.

(b) *Vice President.* The Vice President shall perform all the duties of the President in the event of the President's absence or disability. In case both the President and Vice President are absent or unable to perform their duties, the Board may appoint an acting President.

(c) *Secretary.* The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary. The Secretary

shall perform the duties usual to such position and such other duties as the Board may prescribe.

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

(e) *Other Officers.* Each other officer of the Corporation shall perform such duties as the Board may prescribe.

Chapter 7
Conflicts of Interest

7.1 *Purpose and Provisions.* It is the policy of the Corporation and its Board 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 without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole blood, half blood, or marriage), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

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

(e) Should the Board elect to engage an educational management organization ("EMO") to manage the School's operations, no director of the Board or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such EMO. All directors of the Board shall thoroughly familiarize themselves with the contract between the Corporation and the EMO and the rights and responsibilities of the parties thereunder.

(f) The Board shall require the Corporation's directors, officers, and employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board 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.

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

7.3 *Compensation.* No director of the Board shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any director of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Chapter 8
Non-Discrimination Statement

8.1 *Non-Discrimination in Employment.* The Corporation shall not discriminate on the basis of race, religion, national origin, sex, age, disability, or other protected category in accordance with applicable federal, state, and local laws in hiring or other employment practices of the School.

8.2 *Non-Discrimination in Educational Programs.* The School shall be open to all students in its authorized geographic area on a space-available basis and shall not discriminate in its admission policies or practices on the basis of race, religion,

national origin, sex, age, disability, or other protected category in accordance with applicable federal, state, and local laws. The School shall conduct all of its activities in accordance with applicable federal, state, and local anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the state of Indiana.

Chapter 9
Indemnification

To the extent allowed by 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 such person 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 acted in good faith, in what the person reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what the person reasonably believed to be in 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 the alleged criminal conduct was lawful (or no reasonable cause to believe that the alleged criminal conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this chapter.

Chapter 10
Adoption, Amendment, or Repeal of Bylaws

The power to make, alter, amend, or repeal these Bylaws is vested in the Board; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles must be approved in writing by the School's Sponsor prior to the Board taking any action.

Chapter 11
Dissolution

Upon dissolution of the school's Organizer, all remaining assets, except funds received from the Department of Education, shall be used for nonprofit educational purposes; remaining funds received from the Department of Education shall be returned to the Department not more than thirty (30) days after dissolution.

[Remainder of page left blank intentionally]

Certificate of Adoption

I, the duly elected *Secretary* of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this

_____ day of _____, _____.

_____
Signature

_____
Printed Name

ATTACHMENT 12

STATEMENT OF ASSURANCES

Statement of Assurances: **Attachment 12**

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

- [x] 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- [x] 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- [x] 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- [x] 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.
- [x] 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, 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.
- [x] 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.

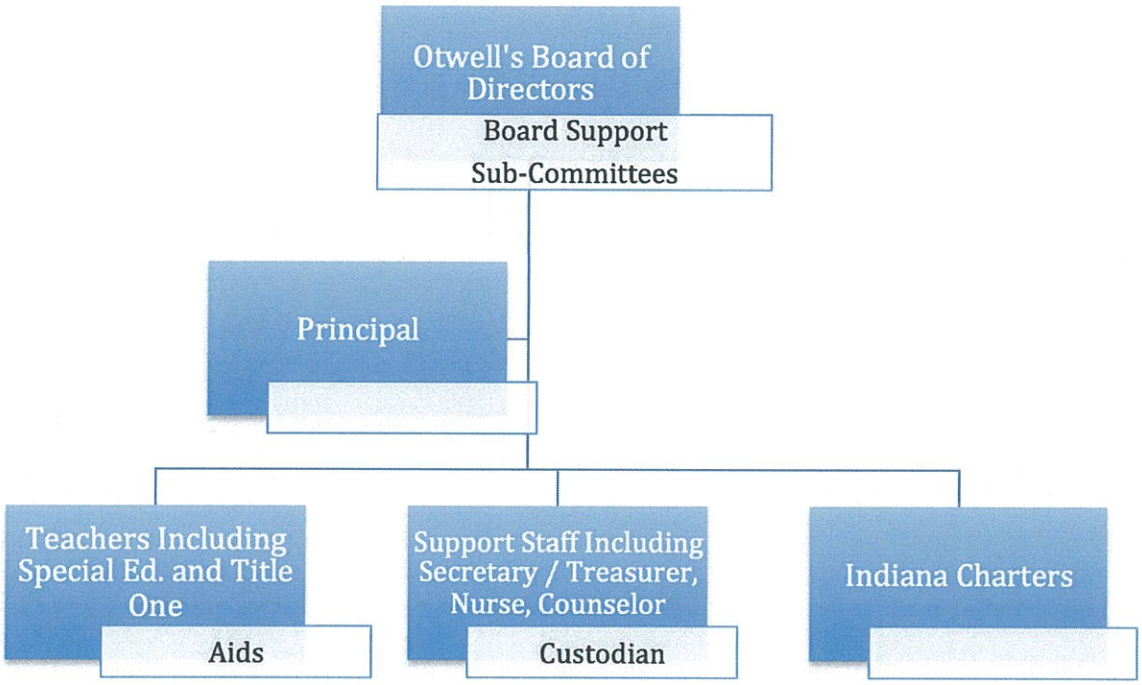
Signature of Charter School Organizer Authorized Representative	Date
Robert N. Rhodes	3 Feb 2016

ATTACHMENT 13

ORGANIZATIONAL CHARTS

Otwell Community Academy

Organizational Chart



ATTACHMENT 14

BOARD MEMBER INFORMATION SHEETS

Background

1. Friends of Otwell Elementary School

2. Michael A. Houtsch
   2935 N St Rd 257
   Otwell, IN 47564
   Vincennes University
   1002 N First Street
   TB-10
   Vincennes, IN 47591
   (812) 789-3217
   mhoutsch@vinu.edu

3. Brief educational and employment history.
   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. _X_ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   I have lived in Otwell all my life and was a member of the last graduating class of Otwell High School before it consolidated into Pike Central. I have taught at Vincennes University for 25 years. I believe my teaching experience and my community roots make me qualified to serve on the board of the proposed charter school where I hope to help keep a school in our local community.

6. What is your understanding of the appropriate role of a public charter school board member?
   To act as a guide to make sure the mission and vision of the charter school are being fulfilled and met. To ensure that appropriate and effective policies and procedures are being designed and implemented. To streamline problem solving and focus the expenditure of limited resources.

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.

Although I have not had much previous experience of serving on a board I have attended several different board meetings and know how they work. I have at times made presentations to different boards. I am a current member of the faculty senate at Vincennes University. I am also a current member of the Curriculum and Academic Affairs Committee at Vincennes University. Throughout my 25 years at VU I have been on several committees. All of these committees are ran according to Roberts Rules which I am familiar with.

8. Describe the specific knowledge and experience that you would bring to the board.

   As I have indicated my 25 years in education at the University level gives me a lot of experience I can bring to the board. I have on numerous occasions helped develop curriculum in the Architectural Studies Program which I teach. I have developed numerous courses for this program over the years. There is hardly a course that is taught in the program that I have not had a hand in developing some if not all of the content. I have been numerous students' academic advisor over the years at VU. I have not only helped students choose which courses to take but have helped them with many personal issues that have come up over the years. I also know how to remain calm when things get sticky, to calmly think through issues to come up with agreeable solutions to all. I have also learned how to be flexible. When issues come up that are conflicting I can determine which issue is the most important and needs to be dealt with first.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

   Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.
2. What do you believe to be the characteristics of a successful school?

At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.

By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

3. How will you know that the school is succeeding (or not) in its mission?
   Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

1. Describe the role that the board will play in the school's operation.
   The Board of Directors of the Friends of Otwell Elementary will continue to direct the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.
2. How will you know if the school is successful at the end of the first year of operation?
   We will be able to continue operation and have an increased enrollment in the second year.
3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own. Also the ISTEP scores will show improvement each year and the school will maintain an A rating.

4. 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 interest of the school?
   Appoint an outside/independent investigator to establish the facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

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. _X_ Yes

   This is a small community and many of us know each other in passing. Michelle Houtsch is my spouse's and I's daughter and is a Treasurer on the board. We are not directly related to any other board members.

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 you relationship.

   ___ I/We do not know any such employees. _X_ Yes

   This is a small community and many of us know each other. Neither my wife nor I are related to any school employee that we know of. There are several that we know in passing.

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. _X_ Yes

This is a small community and many of us know each other. Neither my wife nor I are related to any person that has done or plans to do business with the school that we know of. However, I am sure in the future we will know someone who does or will do business with the school because this is such a small community.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X 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.

X 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 person ___ Yes

We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X 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.

X 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.

X 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. X None ___ Yes

Certification

I, Michael Hootsch 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Michael Hootsch Date: 2/2/16

Background

1. Friends of Otwell Elementary School

2. Robert N. Rhodes
   10172 E County Road 200 North
   Otwell, IN 47564
   Same for Business Address
   jewelrose@fullnet.com

3. Brief educational and employment history.
   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. _X__ Yes

   Beginning in 1999, I served one year as Vice President and two years as President of the Jefferson Township Ruritan Club.

5. Why do you wish to serve on the board of the proposed charter school?

   My military experience and my brief classroom experience (12 years) have convinced me that early childhood education must remain in the community and with the direct involvement of the family units and not left to the decision networks of consolidated education factories.

6. What is your understanding of the appropriate role of a public charter school board member?

   To act as guides and models of service before self, toleration, and cooperation to community leaders, families, and children; to streamline problem solving and focus the expenditure of limited resources.

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.

In my military career among numerous assignments, I served as a Professor of Leadership and Ethics and, later as the Department Chair of the Regional Security Studies Department at Air War College, Maxwell AFB, AL (graduate level). Before that assignment, I was posted as the Director of Senior Officer Investigations Division for the Secretary of the Air Force, Inspector General, Pentagon, and Washington, DC. In this and other assignments, I organized, established, and managed new training programs with national and international reach. Finally, my Master Degree from the University of Southern California is in Systems Management.

8. Describe the specific knowledge and experience that you would bring to the board.

   In my military career among numerous assignments, I served as a teacher and manager of teaching programs. Every job from flying squadron commander and flying group assistant commander; to Advertising and Publicity Officer for an AF Recruiting Squadron; and many more all involved my dealing with students (mostly young people). I know that the health of our country is a direct reflection of our educational processes. Those processes are **broken**. We must do better.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

   Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.

2. What do you believe to be the characteristics of a successful school?

   At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission

extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.
By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

3. How will you know that the school is succeeding (or not) in its mission?

   Administrators tend to define success with test scores like ISTEP and SAT. Some schools measure success with graduation rates or college enrollment percentages. The higher you go in the education hierarchy school difficultly (Ivy League) or level of degree tends to make a difference. We're told some schools count the number of CEOs or Nobel Laurates employed. Like everyone else, we'll use whatever we can. Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

1. Describe the role that the board will play in the school's operation.

   The Board of Directors of the Friends of Otwell Elementary will continue by directing the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.
2. How will you know if the school is successful at the end of the first year of operation?

   We will be able to continue operation in the second year.

3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own.

4. 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 interest of the school?

   Appoint an outside/independent investigator to establish the facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

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. _X__ Yes

   This is a small community and many of us know each other. I have no close knowledge of any board member. Josh Byrd and I both serve on the Sewer Board. I know Mike Houtsch's mother and father. Mike and his father built the house in which my wife and I live.

2. Indicate whether you or your spouse know any person who is or has been in the last two years, a school employee. If so, indicate the precise nature of you relationship.

   ___ I/We do not know any such employees. _X__ Yes

   This is a small community and many of us know each other. Neither my wife nor I are related to any school employee that we know of. There are very few that I don't know and many attend the same church we do.

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. _X__ Yes

This is a small community and many of us know each other. Neither my wife nor I are related to any person that has done or plans to do business with the school. My mother is a retired 96 year old first grade teacher. She and I must know someone who does or will do business with the school. Many of them attend the same church we do.

Form Continued on Next Page.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X 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.

X 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 person ___ Yes

We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X 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.

X 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.

X Does not apply to me, my spouse or family. X Yes

We are both members of Jefferson Township Rurita Club and are also members of the Community Center.

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. X None ___ Yes

Certification

I, Robert N. Rhodes 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Robert N. Rhodes Date: 2 Feb 2016

Background

1. Friends of Otwell Elementary

2. Michelle Houtsch
927 Brandon Ave
Jasper, IN 47546

Kimball Electronics, Inc.
1205 Kimball Blvd
Jasper, IN 47546

(812) 582-0555
houtsch_06@hotmail.com

3. Brief educational and employment history.
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. _X_ Yes

5. Why do you wish to serve on the board of the proposed charter school?

I was raised in Otwell, and went through Otwell Elementary School. I have always thought of Otwell as a very tight-knit community and would love to see a school remain in place in the community, for the benefit of the youth receiving a quality education in their own hometown.

6. What is your understanding of the appropriate role of a public charter school board member?

To serve as a guide to ensure the mission and vision of the charter school are being fulfilled and met. To ensure that today's youth are receiving a quality education and bettering themselves for their future.

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.

Although I have not had previous experience of serving on a board, I do have a working knowledge of financial and budgeting processes, and the necessary steps that need to occur to operate a successful educational institution.

8. Describe the specific knowledge and experience that you would bring to the board.

Per my background, and current employment position, I am able to provide support as to the finances and budgeting processes needed. I have assisted in numerous projects and processes that needed improvement in order to function as a more successful operation in whole.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.

2. What do you believe to be the characteristics of a successful school?

At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.

By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

3. How will you know that the school is succeeding (or not) in its mission?

Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

1. Describe the role that the board will play in the school's operation.

The Board of Directors of the Friends of Otwell Elementary will continue to direct the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.

2. How will you know if the school is successful at the end of the first year of operation?

We will be able to continue operation and have an increased enrollment in the second year.

3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well on our way in a building of our own. Also the ISTEP scores will show improvement each year and the school will maintain an A rating.

4. 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 interest of the school?

Appoint an outside/independent investigator to establish the facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

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.

_X_ I/We do not know any such trustees. ___ Yes

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 you relationship.

___ I/We do not know any such employees. _X_ Yes

Otwell is a small community and therefore I am familiar with several people in this area. I am not specifically related to any school employee to my knowledge.

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.

_X_ I/We do not know any such persons. __ Yes

To my knowledge, I am not related to anyone who is doing, or plans to do, business with the charter school. However, as this is a small community, in the future, I may be familiar with or related to certain individuals.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X 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.

X 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 person ___ Yes

We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X 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.

X 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.

X 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. X None ___ Yes

Certification

I, Michelle Houtsch 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Michelle Houtsch Date: 2-2-16

Background

1. Friends of Otwell Elementary School

2. Rosemary A. Rhodes
   10172 E County Road 200 North
   Otwell, IN 47564
   Same for Business Address
   jewelrose@fullnet.com

3. Brief educational and employment history.
   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. _X__ Yes

   I have served as the Treasure of the Jefferson Township Ruritan on three one year terms.

5. Why do you wish to serve on the board of the proposed charter school?

   My nursing experience and my experience having three children, five grandchildren, and one great grandchild in a consolidated school system leads me to believe that schools should be controlled by the communities they serve and the people who care most about the children.

6. What is your understanding of the appropriate role of a public charter school board member?

   I want to act as an advocate for the children and their families by guiding the community leaders to make appropriate decisions to benefit the children and their families. Also, I want to help keep the expenditures of the school with in its budget.

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.

My experience during three years that I served on a local not for profit organization, the Jefferson Township Ruritan Club, which holds several yearly fund raisers including the 4th of July Celebration gave me the confidence and skill set to handle large budgets and keep expenditures under control.

8. Describe the specific knowledge and experience that you would bring to the board.

   My knowledge and experience of being the Treasurer for three years, maintaining the records and budget for the Ruritan Club. Also, with the use of short and long term investments to maximize additional income.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

   Our mission statement is to improve the existing educational structure, provide alternative education for our children to succeed and be successful citizens.

2. What do you believe to be the characteristics of a successful school?

   We believe that life-long learning begins in the early childhood arena. All children need nurturing and praising from their educators and parents. Our children will develop the love for learning and those feeling will support their success in later life.

3. How will you know that the school is succeeding (or not) in its mission?

My thoughts are knowing and seeing the success of the school is watching our own children grow into citizens and respected leaders in their communities.

Governance:

1. Describe the role that the board will play in the school's operation.

   The Board will direct the organization, as well as be supportive to other organizations that may be needed for support of the Academy. The Board will continue to provide training as needed for the Academy.

2. How will you know if the school is successful at the end of the first year of operation?

   We will be able to show success of the academy by continuing the operation into the second year.

3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   We will have a resolution on the building, either in the success of obtaining the old elementary school or will have drawn the plans to build our own school.

4. 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 interest of the school?

   We would have to consult with our legal advisor, regarding an investigation. Appoint an outside/independent investigator to establish the facts and based on what the investigator finds take the appropriate actions as recommended Board's legal advisor.

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. _X__ Yes

   This is a small community and many of us know each other. I have no close knowledge of any board member. I know Mike Houtsch's mother and father. Mike and his father built the house in which we live.

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 you relationship.

   ___ I/We do not know any such employees. _X__ Yes

   This is a small community and many of us know each other. Neither my husband nor I are related to any school employee that we know of. There are very few that I don't know and many attend the same church we do.

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. _X__ Yes

   This is a small community and many of us know each other. Neither my husband nor I are related to any person that has done or plans to do business with the school. My mother-in-law is a retired 96 year old first grade teacher. She and I must know someone who does or will do business with the school.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X 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.

X 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 person ___ Yes

We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

___ N/A X 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 X 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. X Yes

I am a member of both the Otwell Community Center The Jefferson Township Ruritan Club

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. X None ___ Yes

Certification

I, Rosemary Rhodes 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Rosemary Rhodes Date: 02-02-2016

Background

1. Friends of Otwell Elementary, Ltd.

2. Elisabeth Luff
   Home Address: 3084 S. State Rd. 257
   Velpen, In 47590
   Business Address: Kimball Electronics, 1205 Kimball Blvd. Jasper, IN 47546
   lufflaw@live.com

3. Brief educational and employment history.
   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. __X_ Yes

5. Why do you wish to serve on the board of the proposed charter school?
   Service to my community.

6. What is your understanding of the appropriate role of a public charter school board member?
   To act as guides and models of service before self, toleration, and cooperation to community leaders, families, and children; to streamline problem solving and focus the expenditure of limited resources.

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 previously served on the Tri-Cap board of directors which had similar goals and limited resources.

8. Describe the specific knowledge and experience that you would bring to the board.
   I completed my law degree five years ago and have since then resumed volunteering in the community. Prior to law school, I was involved in the local schools, including Otwell Elementary where 3 of my 4 children

attended. With my personnel knowledge of the school, the community and the law, I can provide legal assistance to the board tailored by my personnel knowledge.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

   Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is being founded on the belief that learning is a life-long experience that never ends.

2. What do you believe to be the characteristics of a successful school?

   At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.

   By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

3. How will you know that the school is succeeding (or not) in its mission?

   Government administrators tend to define success with test scores like ISTEP, ACT and SAT. Some schools measure success with graduation rates or college enrollment percentages. While these raw numbers are easier to compare, they do not measure the actual success of a school and should be considered one factor in the calculation. Our most important measure will be how our students live. We want citizens of substance: tolerant but demanding; leaders who listen and consider the voices of

others; students who achieve high scores but with a balanced life. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home while being comfortable moving in a large metropolitan area.

Governance:

1. Describe the role that the board will play in the school's operation.
   The Board of Directors of the Friends of Otwell Elementary will continue to directing the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.

2. How will you know if the school is successful at the end of the first year of operation?

   We will be able to continue operation in the second.

3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own.

4. 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 interest of the school?

   Refer the situation in confidence to the Grievance Board. Documented and open discussion with the accused prior to exposing the situation to the public may resolve a misunderstanding or set the path to an appropriate next step such as appointing an outside/independent

investigator to establish the facts and referring the investigation's findings to the Board of Directors.

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. _X__ Yes

   This is a small community and many of us know each other. I have no close knowledge of any board member. I moved into the community 13 years ago, but my husband's family have resided in the county since before the Civil War.

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 you relationship.

   ___ I/We do not know any such employees. _X__ Yes

   This is a small community and many of us know each other. I have family members employed by the school corporation. As the employees have yet to be hired for the Miller Academy I cannot assert that any relationship to as-yet-unknown 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. _X__ Yes

This is a small community and many of us know each other. As this question pertains to as-yet-unknown individuals in a small community, it seems very probable that I will know or be related to businesses involved with the future school.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X 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.
X 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 person ___ Yes
We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
___ N/A X 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.
X 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.
X 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. X None ___ Yes

Certification

I, Elisabeth I. Luff 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 Otwell Miller Charter School is true and correct in every respect.

Signature: _____ Date: 2 Feb '16

Background

1. Friends of Otwell Elementary School

   Emily Willis
   34 North County Road 950 East
   Otwell, IN 47564
   Countrycrow89@hotmail.com

2. Brief educational and employment history.
   Resume and professional biography are provided

3. 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. __X_ Does not apply to me. ___ Yes

4. Why do you wish to serve on the board of the proposed charter school?

   I wish to serve because I want input in our future and our children are our future. I want to be able to say I was involved. My motivation is the children. To see them develop, grow, and achieve makes my service to the board worthwhile. My biggest motivation is the fact that we as board members can truly make a positive impact in the community we serve. We are empowered to affect the educational future of all students.

5. What is your understanding of the appropriate role of a public charter school board member?

   Despite having no previous board experience, I am very motivated to be a member of this board because I have a child in the local school system. I also wish to support my community. I believe our best days are still ahead and I want to be a part of accomplishing our goals.

6. 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.

Dedication to my child's education and serve the community.

7. Describe the specific knowledge and experience that you would bring to the board.

   I am a graduate of VUJC with an associate's degree in Administrative Office Technology. Board service is an excellent way to have a substantial and ongoing impact in my community. As a member of a dedicated team of concerned and engaged citizens, we can identify long-term goals, seek out diverse opportunities for collaboration and brainstorm – as well as potentially implement – innovative strategies for lasting change.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?
   Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.

2. What do you believe to be the characteristics of a successful school?

   At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.
   By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

3. How will you know that the school is succeeding (or not) in its mission?

   Administrators tend to define success with test scores like ISTEP and SAT. Some schools measure success with graduation rates or college

enrollment percentages. The higher you go in the education hierarchy school difficultly (Ivy League) or level of degree tends to make a difference. We're told some schools count the number of CEOs or Nobel Laurates employed. Like everyone else, we'll use whatever we can. Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

1. Describe the role that the board will play in the school's operation.

   The Board of Directors of the Friends of Otwell Elementary will continue to directing the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.

2. How will you know if the school is successful at the end of the first year of operation?

   We will be able to continue operation in the second.

3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own.

4. 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 interest of the school?

After clearing the issue with the Grievance Board, we should appoint an outside/independent investigator to confirm reported facts and seek additional facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

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. _X__ Yes

   This is a small community and many of us know each other.

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 you relationship.

   _X__ I/We do not know any such employees. ___ Yes

   This is a small community and many of us know each other. However, we have not employed any employees yet.

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. _X__ Yes

   This is a small community and many of us know each other. It is very foreseeable that I will know the business who will be engaged in the school.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X 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.
X 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 person ___ Yes
We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X 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.
X 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.
X 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. X None ___ Yes

Certification

I, Emily Willis 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Emily C. Willis Date: 2-2-16

Background

1. Name of charter school on whose Board of Directors you intend to serve:
   a. Otwell Miller Academy

2. Full name: Christopher M. Hallett
   Home Address: PO Box 28, Velpen, IN 47590
   Business Address: n/a
   Phone Number: 317.460.3908
   E-mail Address: cmhallett@hallettgroup.net

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
   a. 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.
   a. 2014, Petersburg Little League, Treasurer

5. Why do you wish to serve on the board of the proposed charter school
   a. My career has taken me through many back office activities including IT, Finance and HR, throughout which I believe I have gained a skillset that is highly beneficial to a non-profit organization. I have taught college level courses during my graduate assistantship, I have been a student myself, and I am now a parent of potential charter school students. All of which I believe helps provide a well rounded skillset and ability to provide insight into a properly run charter school board.
6. What is your understanding of the appropriate role of a public charter school board member?
   a. To provide leadership, oversight and a support system to those individuals charged with teaching our communities youth and to ensure our students have a proper, qualified and well resourced staff fostering an environment fulfilling and further encouraging their thirst for knowledge.
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.
   a. I have served as a treasurer of the Petersburg Little League. This allowed me to gain an understanding of how non-profit organizations function and finance themselves. Also, during my graduate assistantship, I taught a few classes which allowed me to gain a working knowledge of how teachers effectively deal with students different learning styles and backgrounds as well as classroom preparation methodologies. During the course of my career I have gained valuable expertise in finance and information technology roles, all of which I believe would be beneficial to any non-profit organization, especially a small school looking to become a charter school.
8. Describe the specific knowledge and experience that you would bring to the board.
   a. Management experience, financial accounting, tax preparation, IT Administration of several different business systems, security systems and financial systems over the course of my career, how to interview potential staff candidates, hard working, ethical and driven among other qualities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?
   a. Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.
2. What do you believe to be the characteristics of a successful school?
   a. At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence. By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.
3. How will you know that the school is succeeding (or not) in its mission?
   a. Administrators tend to define success with test scores like ISTEP and SAT. Some schools measure success with graduation rates or college enrollment percentages. The higher you go in the education hierarchy school difficultly (Ivy League) or level of degree tends to make a difference. We're told some schools count the number of CEOs or Nobel Laurates employed. Like everyone else, we'll use whatever we can. Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

1. Describe the role that the board will play in the school's operation.
   a. The Board of Directors of the Friends of Otwell Elementary will continue to directing the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.
2. How will you know if the school is successful at the end of the first year of operation?
   a. We will be able to continue operation in the second.
3. How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful
   a. We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own.
4. 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?
   a. Appoint an outside/independent investigator to establish the facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

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

a. Yes, I am acquainted with Emily through my wife and the library. Aside from her I do not have any relationship outside of our board meetings with other prospective members.

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

a. Yes, I know my daughter's prior teachers and my wife knows several who currently work in the school system. My sister is also a teacher in the Indianapolis school system.

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

a. I do not believe we know such persons.

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

a. My wife and I have two small children who may attend the school.

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

a. I do not believe we know such persons.

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

a. I/we have no such interest.

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

a. I/we do not conduct any such business.

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.

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
   a. None.

Certification

I, Christopher M. Hallett, 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 Otwell Miller Academy Charter School is true and correct in every respect.

Signature: C M Hallett Date: 2/2/2016

Background

- Friends of Otwell Elementary

- Joshua Byrd
  HOME: 2397 N St Rd 257
  Otwell, IN 47564
  WORK: Pike County Hwy
  Petersburg IN 47567
  (812) 582 0565
  joshbyrd65@gmail.com

- Brief educational and employment history.
  Resume and professional biography are provided

- 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. _X_ Yes

- Why do you wish to serve on the board of the proposed charter school?

  Close contact with the Otwell community adds to my drive to keep a school in Otwell.

- What is your understanding of the appropriate role of a public charter school board member?

  To act as a guide to make sure the mission and vision of the charter school are being fulfilled and met. To ensure that appropriate and effective policies and procedures are being designed and implemented. To streamline problem solving and focus the expenditure of limited resources.

- 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.

Although I have not had much previous experience of serving on a school board, I have served on other not-for profit boards and may contribute my expertise of dealing with limited budgets. I can capitalize on my social connections and aid in public communications and other outreach efforts.

- Describe the specific knowledge and experience that you would bring to the board.
  See above answer.

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? What is your understanding of the school's proposed educational program?

  Our mission statement is to develop alternative educational opportunities, improve existing educational structures and build a brighter pathway to success for our children. Otwell Miller Academy is founded on the belief that learning is a life-long experience that never ends.

- What do you believe to be the characteristics of a successful school?

  At Otwell Miller Academy, we believe that the life-long educational journey begins with a love of learning. However, our academy's mission extends beyond book learning to encouraging our students to embrace service above self, becoming active citizens and leading others to excellence.

  By providing an environment where our students are not afraid to fail, our students are prepared for success in higher learning, serving their community and leading their peers.

- How will you know that the school is succeeding (or not) in its mission?

  Our most important measure will be how our students live. We want citizens of substance, tolerant but demanding, of themselves and their leaders. We want citizens who recognize challenges and are prepared to take action. We want citizens who are willing and capable leaders, and

not those driven by wealth, rank or honor. Most importantly, we want citizens who recognize the importance of rural living and the advantages of building homes and businesses near home.

Governance:

- Describe the role that the board will play in the school's operation.
  The Board of Directors of the Friends of Otwell Elementary will continue to direct the organization, training, and equipping of the Otwell Miller Academy and other organizations that we may need to support the Academy's operation.

- How will you know if the school is successful at the end of the first year of operation?

  We will be able to continue operation and have an increased enrollment in the second year.

- How will you know at the end of four years if the school is successful? What specific steps do you think the charter school board will need to take to ensure that the school is successful?

  We will have a resolution on the "old" elementary building and will have relocated into that building or we will be well along in building our own. Also the ISTEP scores will show improvement each year and the school will maintain an A rating.

- 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 interest of the school?

  After receiving approval from the Grievance Committee, we should seek appoint an outside/independent investigator to confirm and look for additional facts and based on what the investigator finds take the appropriate actions as recommended by the Board of Director's legal advisor.

Disclosures

- 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. _X_ Yes

  This is a small community and many of us know each other.

- 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 you relationship.

  _X_ I/We do not know any such employees. ___ Yes

  This is a small community and many of us know each other. However, as no employees are hired as yet, I cannot assert any knowledge of employees.

- 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. _X_ Yes

  This is a small community and many of us know each other. I am sure in the future we will know someone who does or will do business with the school because this is such a small community.

4. Indicate if you, your spouse or other immediate family members anticipate conduction, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X 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.

X 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 person ___ Yes

We have met with Mr. Kevin Davis and received advise from him on the application process.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

___ N/A X 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 X 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.

X 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. X None ___ Yes

Certification

I, Joshua C Byrd 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 Otwell Miller Charter School is true and correct in every respect.

Signature: Joshua C Byrd Date: 2/2/2016

ATTACHMENT 15

CODE OF ETHICS AND CONFLICT OF INTEREST

CONFLICT OF INTEREST POLICY FOR Otwell Miller Academy.
Article I Purpose

The purpose of the conflict of interest policy is to protect Otwell Miller Academy (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest **a.** An interested person may make a presentation at the governing board or committee meeting, but

after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy **a.** If the governing board or committee has reasonable cause to believe a member has failed to

disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain: **a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or not a conflict of interest was present, and the governing board's or committee's

decision as to whether a conflict of interest in fact existed. **b.** The names of the persons who were present for discussions and votes relating to the transaction

or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy, **b.** Has read and understands the policy, **c.** Has agreed to comply with the policy, and **d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it

must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ATTACHMENT 16

ESP DOCUMENTATION

Attachment 16

Educational Service Provider

TERM SHEET

Parties:

Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirkland Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Friends of Otwell Elementary LTD, an Indiana domestic non-profit corporation located at PO Box 4, Otwell, IN (the "Organizer")

Service Charge:

Pre-operational:	$44,000
Year one:	$86,150
Year two:	$66,650
Year three:	$54,800

Services Provided:

Pre-Operational: Educational Service Provider will, under the direction of Organizer, manage and oversee start-up processes as outlined in the charter agreement, required by the authorizer, Indiana Department of Education, and all state and federal laws pertaining to the operation of a charter school in Indiana.

Year One: Under the direction of Organizer, Educational Services Provider will provide the following services:

Bookkeeping and Accounting: Business manager services including support for setup, SBOA compliance and accrual accounting methods. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board. Educational Service Provider will assist in the selection of a qualified CPA for the annual audit and review. An experienced and qualified **charter school business manager** will work directly with the Educational Service Provider's bookkeeper, school administration, Organizer and it's CPA to ensure financial compliance and viability. Business manager will attend board meetings and report directly to the board on a monthly basis.

All financial processes will require at least three different individuals to be

involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions and provide training and oversight to school staff.

It the Organizer elects to use credit accounts for travel and emergency situations, statements will be examined and verified monthly by both Indiana Charters and the Organizer's designee. Credit card transactions expected to be above $250.00 must be pre-approved by the business manager, and Organizer's designee must review the log monthly.

Grant Management: On behalf of Organizer, will apply for and manage state, federal and private foundation grants including reporting, compliance and cash flow management.

Special Education Director: Will work both onsite and through digital communications to ensure that the school's special education program provides necessary services for students with disabilities. He/she will work with the school's special education teacher(s) parents, general education teachers, instructional assistants, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities; and ensure compliance with all federal, state and school special education requirements.

Registrar / Student Information System / Management: Will provide setup support and data entry services for Organizer's student information system working directly with administration and staff to manage all student records in accordance with FERPA. On behalf of organizer, will compile and report data as required by the IDOE, authorizer.

Administrative Assistance and Mentoring: Will provide experienced administrative support both onsite (1 day weekly) with 24 hour access in emergency situations.

Year two and year three: The contract will be updated to reflect the most efficient and effective use of Organizer's resources. Current estimates are provided.

Organizer Power and Responsibilities / Conditions for Renewal:

Although it is the will of both parties to maintain the contractual relationship through the first three years of the school's operation, Educational Service Provider performs its duties under the direction of, and at the will of Organizer. As specified in the contract, Organizer may terminate the contract for any reason by notifying the other party in writing 60 days prior to the termination date. At any time, Organizer may extend the term of the contract during the third year of operation.

Evaluation: Organizer shall evaluate the performance of Educational Service Provider at least annually and presented at a public board meeting before June 30 of each

operational year. Evaluation measures shall include, but not be limited to 1) performance of duties as outlined in contract 2) school performance as measured by charter agreement with authorizer 3) financial performance and compliance 4) administrative support 5) Communication with board and administration.

REMAINDER OF THIS PAGE LEFT INTENTIONALLY BLANK

INDIANA CHARTERS LLC EDUCATIONAL SERVICES PROVIDER AGREEMENT:

This Agreement ("Agreement") is made and entered into as of the _____ of _____, 20_ by and between Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirkland Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Northern Rush County School Corporation / Mays Community Academy, Inc, an Indiana domestic non-profit corporation located at 2028 East 800 North, *Rushville, IN 46173* (the "Organizer").

Recitals

Whereas, Northern Rush County School Corporation / Mays Community Academy, Inc is a charter school Organizer under Indiana Code 20-24-1-7 and wishes to obtain the services of an Educational Services Provider to assist it in obtaining authorization to operate a charter school in the State of Indiana, specifically Northern Rush County School Corporation / Mays Community Academy, Inc and to provide further consultative and support services during the pre=opening phase and its first three (3) years of the school's operation; and

Whereas, Indiana Charters LLC is an Educational Service Provider under Indiana Code 20-24-1-6.1 and is qualified to provide the services needed by the Organizer and agrees to render these services pursuant to the terms of this Agreement.

THEREFORE, consideration of the mutual promises set forth in this contract, it is agreed by and between the Educational Services Provider and the Organizer as follows:

1. Retention of Educational Services Provider; Description of Services

Effective as of the date of this Agreement, Organizer shall retain the services of Indiana Charters LLC as an Educational Services Provider, and Indiana Charters LLC hereby accepts such relationship, upon the terms and conditions set forth in this Agreement. Indiana Charters LLC will perform consulting and advisory services on behalf of the Organizer with respect to all matters relating to or affecting the Organizer's efforts to obtain authorization under Indiana Code §20-24 *et seq.* to operate a charter school to be known as Mays Community Academy and to be located in the town of Mays, State of Indiana. As Educational Services Provider, Indiana Charters LLC shall further perform financial, administrative, and general operational support services on behalf of the Organizer during the first three (3) years of said charter school's operation.

Specifically, as Educational Services Provider, Indiana Charters LLC agrees to provide the following services and act in the identified administrative capacities as may be needed by the Organizer during the authorization process and the first three (3) years of Mays Community Academy's operation:

A) Financial Services: business management support, bookkeeping, accounting, grant writing, grant compliance support, facilities procurement assistance, facilities management assistance, and fiscal efficiency studies and recommendations

B) Administrative Services: special education director; business manager mentor; interim administrator; administrative mentoring; state, federal and authorizer accountability reporting; student information services and record management, and expulsion hearing examiner as needed

C) General Operational Support Services: board policy creation/review; board training; student handbook creation, student handbook review, marketing assistance, vendor studies and reports, school climate audits, charter proposal support, technology needs assessment; school development plans; performance management support, and strategic planning

2. Compensation

The Educational Services Provider will provide Organizer with monthly invoices for services rendered under this Agreement. Organizer shall pay the total balance of each invoice within fifteen (15) days of receipt.

The Educational Service Provider will work cooperatively with the Organizer to lower total operational costs between operational years one and three. Rates will be reassessed at least annually, or at the request of either party, based on the needs of the Organizer and progress of training and mentoring activities. The following rates will apply until adjusted through mutual agreement of the Educational Service Provider and Organizer:

Pre-operational:	*$44,000*
Year one:	*$86,150*
Year two:	*$66,650*
Year three:	*$54,800*

2.1. Expenses

In addition to the compensation specified in Section 2.1, Educational Services Provider will be reimbursed for all travel and related expenses incurred as result of its performance of the consultancy and support services described in this Agreement. Such travel and living expenses shall be reimbursed monthly so long as Educational Services Provider provides Organizer with

invoices for such expenses, and such supporting information or receipts as Organizer reasonably requests, prior to the date of payment.

3. Term, Termination for the Denial of Authorization, & Renewal

The parties hereto contemplate that this Agreement will run from the date hereof, and for the first three (3) years of said school's operation. The parties may renew this Agreement for an additional period of one (1) year at any time during *Organizer's* third (3rd) year of operation. Termination of this Agreement under Section 3 or Section 3.1A or B shall not affect the provisions of Section 4, which provision shall survive any termination in accordance with their terms.

3.1 Early Termination

A. Notwithstanding anything to the contrary in Sections 3 and 3.1B & C, this Agreement may be terminated by the Organizer at any time by providing written notice to the Educational Services Provider at least sixty (60) days before the desired termination date.

B. Notwithstanding anything to the contrary in Sections 3, 3.1A, and 3.1C, this Agreement may be terminated at any time, without notice, upon the bankruptcy or dissolution of either party.

C. Notwithstanding anything to the contrary in Sections 3 and 3.1A-B, this Agreement may be terminated by the Educational Services Provider at any time upon the Organizer's failure to pay any amount of compensation due under this Agreement within fifteen (15) days of the established due date. The Educational Services Provider shall provide Organizer written notice of termination under this Section 3C within ten (10) days of deciding to exercise such right.

If the Educational Services Provider relationship is terminated for any of the reasons set forth in Sections 3 and 3.1A- C, the Educational Services Provider shall be entitled to recover any outstanding compensation due to it for services rendered prior to the date notice of termination is provided.

4. Confidential Information

A. As used in this Agreement, the following words, terms, and phrases shall have the meanings set forth below:

(1) "Confidential Information" shall mean and include any and all Information (as defined in this Agreement) of the following types: (a) business or financial information, financial statements, projections, business plans, or strategic or marketing plans, market studies, or analyses; (b) cost and expense information, pricing and discount information, gross or net profit margins, or

analyses; (c) technical data, specifications, computer software (including both source code and object code or "executable" software), databases, and database designs; (d) processes, transactions, and transaction procedures; (e) production data, shop drawings, engineering studies or reports, feasibility studies or manufacturing studies, parts lists, product specifications, identity of suppliers or terms of supply agreements or arrangements, production procedures, trade secrets, or secret or proprietary processes and formulae; (f) marketing and customer data (including, but not limited to, identity or demographic analyses of customers), focus group reports, "shopping" reports, and marketing or advertising studies; (g) terms, conditions, provisions, or obligations of any contracts or agreements to which Educational Services Provider or Organizer is a party or to which any of its assets are subject, or the identity of any Person who is a party to any contract or agreement with Educational Services Provider or Organizer; (h) procedural or operational manuals, employee manuals, training manuals, or programs; (i) the identity of any employee of Educational Services Provider or Organizer, and the compensation, benefits, or terms of employment of any such employee; and (k) such other information of or regarding Educational Services Provider and Organizer that Educational Services Provider or Organizer actually maintains as confidential or proprietary; provided, however, that such information shall be deemed confidential only to the extent that it (a) has not been previously disclosed to the public, or (b) is not ascertainable from public or published information or trade sources, or (c) is not subsequently publicly disclosed (other than by a violation of this Agreement). Any Information that is marked or otherwise identified as "Confidential Information" at the time of Disclosure shall be presumed to be Confidential Information for the purposes of this Agreement.

(2) "Information" shall mean and include any data or information Disclosed (as defined in this Agreement) in the form of (a) any written information, reports, documents, books, notebooks, memoranda, charts, or graphs; (b) computer tapes, disks, CD-ROM, files, or other mechanical or electronic media; (c) oral statements, representations, or presentations; (d) audio, visual, or audio-visual materials or presentations, including audiotapes, videocassettes, laser discs, or CDs; and (e) any other documentary, written, magnetic, or other permanent or semi-permanent form.

(3) "Disclose" or "Disclosure" shall mean and include any delivery, transmittal, presentation, or representation of Information, by any Person to any other Person.

(4) "Person" shall mean and include any individual or natural person, corporation, trust, proprietorship, partnership, limited partnership, joint venture, limited liability company, limited liability partnership, or any other entity.

B. Organizer agrees to retain and maintain in strict confidence, and to require its agents, employees, independent contractors, and advisors to retain in confidence, any and all Confidential Information of Educational Services Provider. Organizer agrees that, without the prior express written consent of Educational Services Provider, Organizer shall not, either directly or indirectly,

individually or in concert with others: (1) Disclose any such Confidential Information to any other Person; (2) use any such Confidential Information for the benefit of any Person other than Educational Services Provider; or (3) permit any Confidential Information to be Disclosed to or used by any Person other than Educational Services Provider.

C. Organizer expressly agrees and acknowledges that the obligations of Organizer pursuant to this Section 4 shall continue, notwithstanding the expiration of this Agreement, the completion of the services, and/or any termination of this Agreement by either Organizer or Educational Services Provider, so long as Organizer, or any agent, employee, independent contractor, or advisor of Organizer, has any knowledge, possession, or control of, or access to, any Confidential Information of Educational Services Provider. Upon the completion of the services, or any other termination or expiration of this Agreement, for any reason, Organizer shall, if required to do so by Educational Services Provider, promptly return to Educational Services Provider (without retaining copies, in any medium) any and all Confidential Information of Educational Services Provider in the possession or control of Organizer.

D. The obligations placed on Organizer under Section 4B & C in regard to the Confidential Information of the Educational Services Provider shall apply in equal part and identical form to the Educational Services Provider in regard to the Confidential Information of the Organizer.

5. Delinquent Compensation

Compensation due under this Agreement shall be paid by Organizer within fifteen (15) days of the established due date. If Organizer fails to pay compensation within this timeframe, a late fee of $15/day will accrue for each day any amount of the delinquent balance remains outstanding. If the Educational Services Provider has to obtain the services of a collection agency and/or initiate litigation to collect delinquent compensation under this Agreement, the Organizer shall be liable for all related costs, including collection costs, reasonable attorney fees, and court costs as may be incurred as a result of such action.

6. Assignment and Successors

Educational Services Provider may assign any or all of its rights and duties under this Agreement at any time and from time to time without the consent of Organizer. Organizer may not assign any of its rights or duties under this Agreement without the prior written consent of Educational Services Provider. The parties agree that this Agreement shall be binding upon the successors of each party and shall insure to the benefit of, and be enforceable by, such successors, and any officers or directors thereof.

7. Governing Law

The parties agree that this Agreement shall be governed by, and construed in accordance with, the laws of the State of Indiana.

8. Notices

Any notices to be given under this Agreement shall be in writing, sent by registered or certified mail, postage prepaid, return receipt requested, or by telegram or facsimile followed by a confirmation letter sent as provided above, addressed to such party as follows:

(a) Notices to the Educational Services Provider:

17054 Kirkland Dr.

Westfield, Indiana 46074

Attn.: *Kevin L. Davis*

(b) Notices to Organizer:

TBD

Notices sent in accordance with this Section shall be deemed effective on the date of dispatch. Any changes in the information set forth in this Section shall be upon notice to the other party delivered in the manner set forth above.

9. Entire Agreement

This Agreement constitutes the entire understanding between the parties, and supersedes all prior agreements and negotiations, whether oral or written. There are no other agreements between the parties, except as set forth in this Agreement. No supplement, modification, waiver, or termination of this Agreement shall be binding unless in writing and executed by the parties to this Agreement.

10. Indemnity

Except for claims arising from the Educational Services Provider's reckless or intentional breach of Section 4 of this Agreement, the Organizer shall indemnify, release, and hold harmless the

Educational Services Provider from any claim or liability whatsoever arising from the Educational Service Provider's activities in delivering services under this Agreement. Except for those claims arising from the intentional or reckless breach of Section 4, the Organizer shall defend, at its costs, against all claims of liability of any kind whatsoever asserted against the Educational Services Provider by any third party as a result of the Educational Services Provider's provision of services under this Agreement.

11. Severability

All agreements and covenants herein contained are severable. In the event that any provision of this Agreement should be held to be unenforceable, the validity and enforceability of the remaining provisions hereof shall not be affected thereby. Any court construing this Agreement is expressly granted the authority to revise any invalid or unenforceable provision hereof in order to render same enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement at *[location]* the day and year first above written.

_____

Organizer

_____

Service Provider

_____

Witness

INDIANA SECRETARY OF STATE
BUSINESS SERVICES DIVISION
CORPORATIONS CERTIFIED COPIES

INDIANA SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 West Washington Street, Room E018
Indianapolis, IN 46204

http://www.sos.in.gov

December 02, 2014

Company Requested: INDIANA CHARTERS LLC
Control Number: 2014061300075

Date	Transaction	# Pages
06/13/2014	Articles of Organization	2
12/02/2014	Articles of Amendment	2

State of Indiana
Office of the Secretary of State

I hereby certify that this is a true and complete copy of this 4 page document filed in this office.

Dated: December 02, 2014
Certification Number: 20141202850067

Connie Lawson
Secretary of State

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

State of Indiana
Office of the Secretary of State

CERTIFICATE OF ORGANIZATION

of

INDIANA CHARTERS LLC

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Organization of the above Domestic Limited Liability Company (LLC) has 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 Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, June 13, 2014.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 13, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

20140613000°5 20140613000°5

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

RECEIVED 06/13/2014 08:17 AM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
6/13/2014 8:27 AM

ARTICLES OF ORGANIZATION

Formed pursuant to the provisions of the Indiana Business Flexibility Act.

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA CHARTERS LLC

17054 KIRKLAND DR., WESTFIELD, IN 46074

ARTICLE II - REGISTERED OFFICE AND AGENT

ALEXANDRA CURLIN
8555 CEDAR PLACE DR SUITE 112, INDIANAPOLIS, IN 46260

ARTICLE III – GENERAL INFORMATION

What is the latest date upon which the entity is to dissolve?: Perpetual
Who will the entity be managed by?: Managers
Effective Date: 6/13/2014
Electronic Signature: ALEXANDRA CURLIN

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

State of Indiana
Office of the Secretary of State

CERTIFICATE OF AMENDMENT

of

INDIANA CHARTERS LLC

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Domestic Limited Liability Company (LLC) has 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 Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, December 02, 2014.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 02, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

20140613000075 : 20141202000984

Certification Number: 2014120285067

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

RECEIVED 12/02/2014 03:27 PM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
12/2/2014 3:29 PM

ARTICLES OF AMENDMENT

Formed pursuant to the provisions of the Indiana Business Flexibility Act.

None - ENTITY NAME

INDIANA CHARTERS LLC

Creation Date: 6/13/2014

Article I - PRINCIPAL OFFICE ADDRESS

17054 KIRKLIN DR., WESTFIELD, IN 46074

Article II - REGISTERED OFFICE AND AGENT

KEVIN L DAVIS
17054 KIRKLIN DR., WESTFIELD, IN 46074

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

Article III - GENERAL INFORMATION

What is the latest date upon which the entity is to dissolve?:	Perpetual
Who will the entity be managed by?:	Managers
Effective Date:	12/2/2014
Electronic Signature:	KEVIN L. DAVIS
Signator's Title:	CEO

ADDITIONAL ARTICLES

Article IV : NAME(S) AND ADDRESS(ES) OF MANAGER(S):

KEVIN L. DAVIS
17054 KIRKLIN DR.
WESTFIELD, IN 46074

ATTACHMENT 17

STAFFING CHART

Exhibit A

Staffing Chart:
Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principal	0	0	0	0	0	0
Add'l School Leadership Position 1 Business Manager	0	0	0	1	1	1
Add'l School Leadership Position 2 Special Education Director	0	0	0	1	1	1
Add'l School Leadership Position 3 Title One Director	0	0	0	0	0	0
Classroom Teachers K-5	6	6	6	6	6	6
Classroom Teachers Art, Music, P.E. Support	1/2	1/2	1/2	1/2	1/2	1/2
Student Support Position 1 [Special Education Assistant]	1	1	1	1	1	1
Student Support Position 2 [specify]						
Specialized School Staff 1 Spanish Teacher						
Teacher Aides and Assistants	2	2	2	2	2	2
School Operations Support Staff – Secretary, Treasurer, Custodian	1	1	1	2	2	2
Total FTE's	11.5	11.5	11.5	12.5	12.5	12.5

ATTACHMENT 18

PERSONNEL POLICY

NOT APPLICABLE

ATTACHMENT 19

PRINCIPAL AND FACULTY EVALUATION TOOLS

RISE
Evaluation and Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, AND lesson plans	**Teacher uses prior assessment data to formulate:** - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans an ambitious annual student achievement goal	**Teacher develops an annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** - Measurable **The goal may *not*:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	**Based on achievement goals, teacher plans units by:** - Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation arour achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	-Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4:	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
Check for Understanding	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
Modify Instruction As Needed	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: **Develop Higher Level of Understanding through Rigorous Instruction and Work**	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level understanding through rigorous instruction and w
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not aligned with developmental level o students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only sho a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based o students' level of understanding. - Lesson is almost always teacher directed. Stude have few opportunities to meaningfully practice o apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
   - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
   - Asking students to explain their reasoning
   - Asking students to explain why they are learning something or to summarize the main idea
   - Asking students to apply a new skill or concept in a different context
   - Posing a question that increases the rigor of the lesson content
   - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	- Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	- Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	Teacher is highly effective at setting high expectations for academic success. *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher is effective at setting high expectations for academic success. - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	Teacher needs improvement at setting high expectations for academic success. - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	Teacher is ineffective at setting high expectations for student success. - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *not*:** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may *not*:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may *not*:** - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may *not*:** - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Principal Evaluation Rubric

CHARTER SCHOOL CEO/EXECUTIVE DIRECTOR EVALUATION RUBRIC

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Academic Performance (40 points)	#1 or 2 school in market serving similar populations	Meets 100% of charter application or contract goals*	Meets 90% of charter application or contract goals*	Meets 50% of charter application or contract goals*	Fails to meet at least 50% of charter application or contract goals*
Financial Management (25 points)	Exceeds paid enrollment target by at least 3%; revenue above budget and expenses below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets paid enrollment target; revenue on or above budget and expenses on or below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets enrollment and attendance targets; net operating surplus; year 3 equity >5% of annual revenue (or 2%/year)	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; at least one instance of non-compliance identified by authorizer	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; material control weakness identified by independent auditor
Academic Program Fidelity (20 points)**	Academic program is recognized as exemplary by authorizer, state charter association, and donors/investors	Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum	Academic program meets the description in original charter application or in strategic plan adopted by the board; all stakeholders can articulate and identify key elements of the program	Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board	Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program
Parent/Teacher/ Student Satisfaction (10 points)	90% of parents, students and teachers grade the school A or B on all	80% of parents, students and teachers grade the school A or	75% of parents, students and teachers grade the	50% of parents, students and teachers grade the school A or	Less than 50% of parents, students and teachers grade the school A or B on all surveyed measures (or no surveys conducted); below

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
	surveyed measures; 90% attendance at parent conferences; 90% teacher retention and student re-enrollment	B on all surveyed measures; 70% attendance at parent conferences; 80% teacher retention and student re-enrollment	school A or B on all surveyed measures; 50% attendance at parent conferences; 75% teacher retention and student re-enrollment	B on all surveyed measures; 33% attendance at parent conferences; 65% teacher retention and student re-enrollment	33% attendance at parent conferences; less than 65% teacher retention and student re-enrollment
Fundraising/ Community Relations (5 points)	Organization has exceeded fundraising goals and increased number of donors and total raised every year; at least 15 positive new stories per year and at least 15 school tours or visits hosted per year	Organization has met fundraising goals and increased number of donors and total raised most years; at least 10 positive new stories per year and at least 10 school tours or visits hosted per year.	Organization has received significant cash and in-kind donations and has a documented fundraising plan with annual goals; school has many more positive news stories than negative and has hosted at least 5 school tours or visits	Organization has received insignificant cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has few or generally neutral news stories; organization web site is not updated regularly	Organization has received no cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has significant number of negative new stories

* Charter application or contract goals include, for example, proficiency on ISTEP, growth measures: decreasing in lowest performance band, increase in highest performance band, graduation rate, attendance, teacher retention, grade promotion.

** Academic program elements include curriculum (e.g., STEM), instructional approach (e.g., direct instruction, blended learning), assessment system, and extra-curricular or wrap-around services.

ATTACHMENT 20

DRAFT FACILITY AGREEMENT

NOT APPLICABLE

ATTACHMENT 21

DESCRIPTION OF PROPOSED FACILITY

Description of the Proposed Facility

OMA has two potential sites for the school. The first choice, on the Jefferson Township Community Center site, 2301 N. Spring Street, will become the location of the Scotsman modular school building unless site 2 become available in the very near future. Site 2 is the current Otwell Elementary building located at 1011 N. State Rd. 257. Since we are unsure of the Pike County School Corporation's plans to utilize this facility, we have moved ahead with our first site choice.

Our comparison and analysis of the two site options concludes that the costs of operating the school are relatively the same at each site. If site 1, with the modular unit construction, is chosen then there is a preparation fee, land rental fee and monthly lease; but the unit is efficient and cost effective on energy costs. If site 2 is chosen, the building could become available for a cost of $1.00, but utility fees are very high – offsetting the savings.

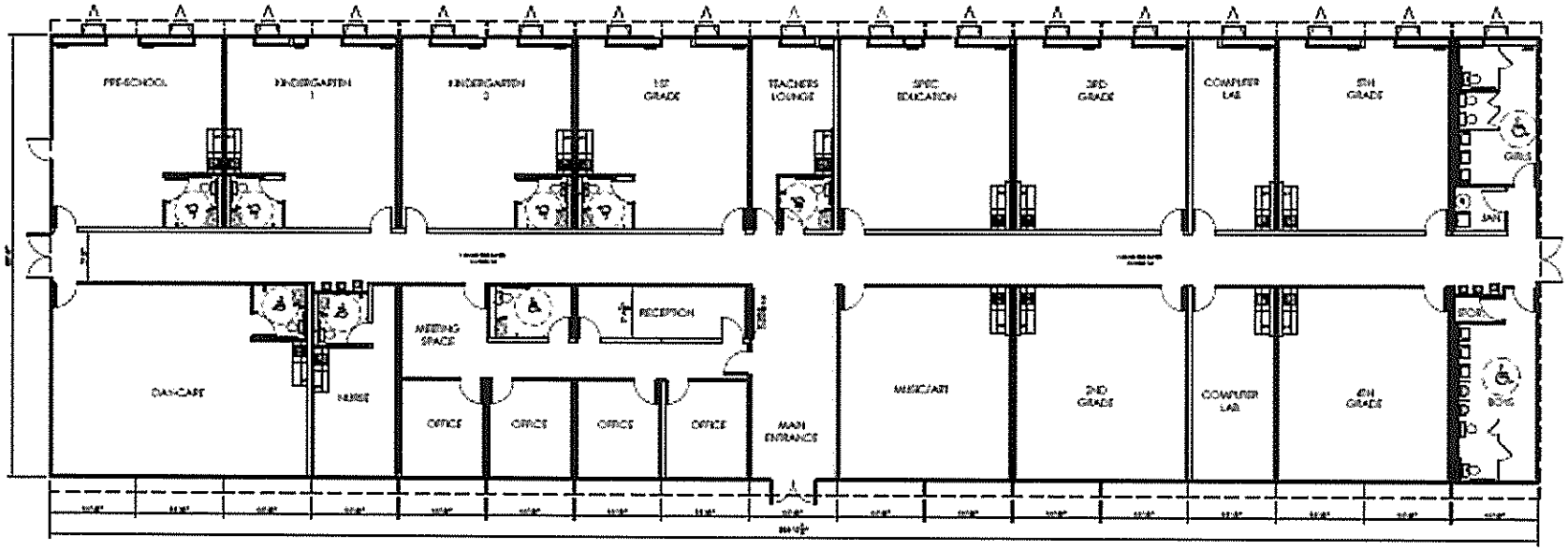
Our primary site choice is to construct a 17 unit modular building on the site of the Jefferson Township Community Center. The site is pictured in this attachment. This option affords OMA to share a kitchen, cafeteria and gymnasium facility located at the Community Center. This also allows OMA and the Community Center to share services such as cleaning and maintenance.

The Redi-plex modular unit floor plan is also attached.

WILLIAMS SCOTSMAN
An ALGECO SCOTSMAN Company

800.782.1500
www.willscot.com

OTWELL MILLER ACADEMY
LONDON, KY
CUSTOM REDI-PLEX BUILDINGS
FLOOR PLAN



CAD FILE:	DWG #:	REV#:	REP:	APPROVAL:
WS2015-0439	A-1	2	JAMES HOLLOMAN	
SCALE:	SHEET#:	DATE:	DWN BY:	APVL DATE:
NTS		01.28.16	TBETHEA	

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Subject: RE: New Layout
Date: Monday, January 25, 2016 at 11:33:39 AM Eastern Standard Time
From: Holloman, James B
To: MHoutsch@vinu.edu

This email is to inform any whom it may concern that Friends of Otwell Elementary is currently negotiating an agreement for a 17 unit modular school building with Williams Scotsman.

Thank you

James Holloman
Account Executive

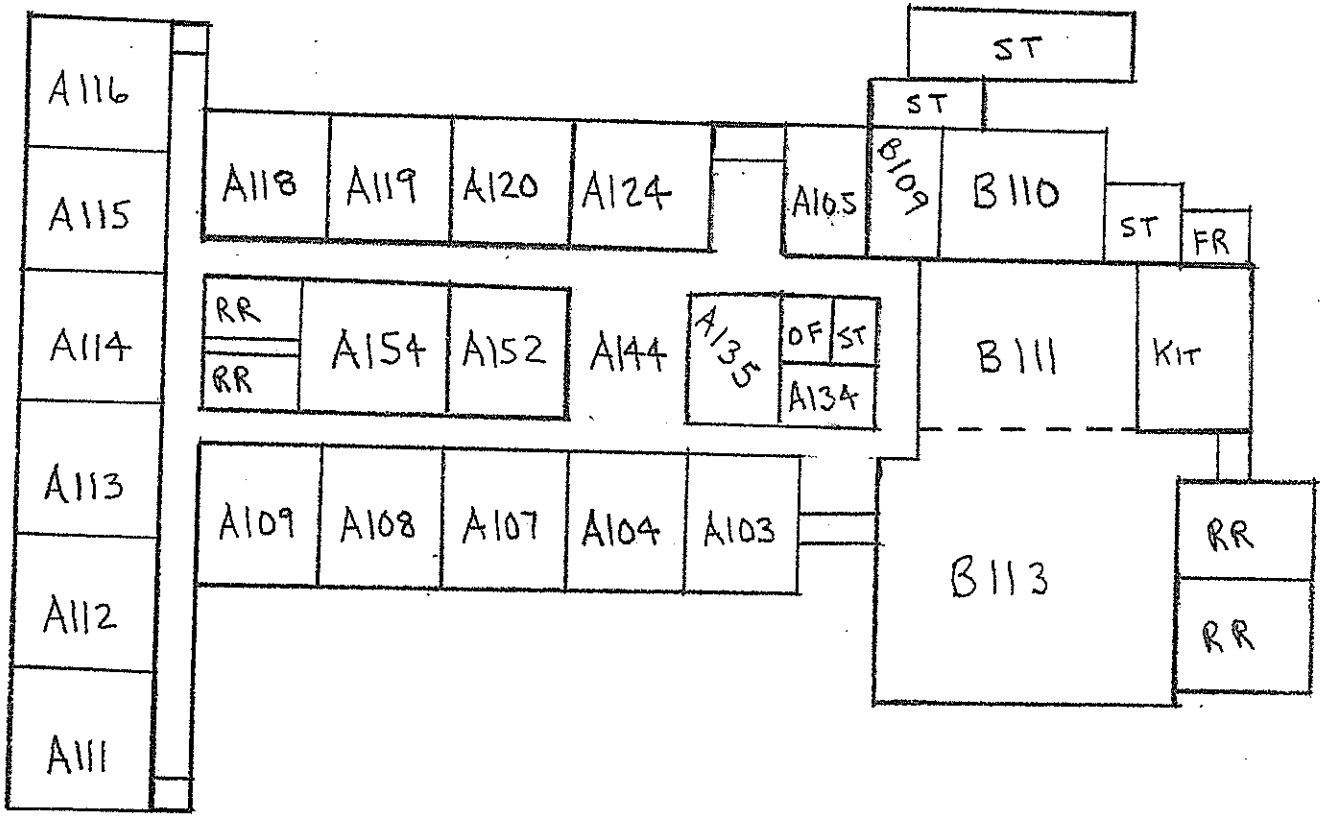
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Williams Scotsman – an Algeco Scotsman company
[Phone] 502-776-3339 x77311 | [Cell] 502-424-9502 | [Fax] 502-776-3971
James.Holloman@willscot.com | www.willscot.com
3241 Old Millers Ln, Louisville, KY 40216



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Independence St
E Jefferson St
2301 N Spring St
N Spring St
E Lincoln St
E Hamilton St



OTWELL ELEMENTARY
EXISTING FLOOR PLAN

ATTACHMENT 22

START-UP PLAN

Start Up and Ongoing Operations

Otwell Miller Academy

Month	Activity	Responsible Party	Complete
June, 2015	Began to Form Organizing Group	Bob Rhodes	☺
July, 2015	Established Organizing Group		☺
November	Articles Published in The Herald Times		☺
December	Articles Published in The Herald Times	Organizing Group	☺
January	Articles Published in The Herald Times	Organizing Group	☺
	Community Meeting		☺
February 1st	Submit Application to Ball State	OMA Board	☺
	Continue to Work on Acquisition of the Building	OMA Board	
	Begin Search for Principal	OMA Board	
March 24, 31	Check Enrollment - Discuss Further Strategies for Recruitment if Necessary	OMA Board	Weekly Follow-up
March 25	Meet w/ IC Discuss Budget	Michelle Houtsch	
March	Board Meeting		
April 1	Continue Marketing Campaign – Secure Radio Spot and Newspaper Article		
April 7,14,21,28	Check Enrollment Numbers		
April 7	Informational Meeting Pike County		
April 8	Begin sending monthly updates to parents		
April 9	Select Student Information System – Begin entering student data		
April TBA	Interview with Ball State		
April – May	Finalize and Begin Construction of Portables		
April 15	Complete CSP Application		

April 20	Talk to potential vendors		
April	Board Meeting		
April 25	Narrow the principal search		
April 28	Review and update board policies		
May 1	Finalize School Principal		
May 5	Principal Starts Search for Staff	Principal	
May 10	Contact local and state agencies for building permits	Principal	
May 7, 14, 21, 28	Check Enrollment Numbers	Principal w/	
May 5	Finalize Student Handbook with Emergency Procedures, etc.	Principal	
May TBA	Board Training	Board	
May 8	ID Students w/ IEP	Principal	
May 15	Parent Open House	Principal, Staff	
May 20 - 22	Teacher Interview	Principal IC	
June 1	Lottery – Fully Enrolled ☺	Board - Designee	
June 10	Complete Staff Hiring	Principal IC	
June 11	School Secretary Begins		
June 15	Rooms Open to Teachers	Principal, Board	
June	All School Barbeque	School Community	
June	Research Auditing Options	Board and IC	
June	Team Building for Staff	Principal Board	
June	Professional Development – Project Based – Classical Education	Principal – Outside Consultant	
July	Professional Development – EL, Reader/Writer Workshop, Differentiation	Outside Consultant	
July	Saturday Pig Roast – Families and Community Members – Ball State Friends	Board	
July 21	All Occupancy Documents Complete	Board	
July 27	Teacher Orientation	Principal	
Aug 3-4	Student Orientation	Principal	
Aug.	First Day for Students - Assembly Community Celebration	Board, Principal	

ATTACHMENT 23

INSURANCE COVERAGE

RE: Friends of Otwell Elementary
Broker of Record – Arthur J. Gallagher & Co.

To Whom It May Concern:

We are pleased to provide insurance services for Friends of Otwell Elementary. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers in the State of Indiana: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Friends of Otwell Elementary the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	$1,000,000 occurrence expressly covers field trips $3,000,000 aggregate limit
Workers Compensation	As specified by Indiana Statutes
Workers' Compensation Part II (Employers' Liability)	$1,000,000
Employee Benefits Liability	$1,000,000 per claim dedicated limit $3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	$1,000,000 combined single limit
Employment Practices Liability	$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	$1,000,000 dedicated limit $3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	$500,000 - $1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary $25,000 CAT at $1,000,000 or $5,000,000
Cyber Security Liability	$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to $25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Indiana Authorizers. This is not a formal quote or proposal, rather an estimate to assist with your budget development. Once the school is authorized, our team will send Friends of Otwell applications to complete for a fully underwritten formal proposal.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	$ 3,700
Directors & Officers / Employment Practices / Fiduciary	$ 5,373
Property	$ 1,000
Excess $10 million Limits (follow form over underlying)	$ 1,000
Workers Compensation/Employers Liability	$ 1,500
Cyber Liability Premium	$ 1,298
Total Annual Premium	**$ 13,871**

Premiums are based upon 1st year projections of 130 students, 14 staff members, $474,000 payroll, $50,000 Contents, and less than $2,000,000 in revenue.

Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan
Area Vice President
Arthur J. Gallagher Risk Management Services, Inc.

ATTACHMENT 24

BUDGET WORKSHEETS

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

SCHOOL NAME: Otwell Miller Academy	**DATES COVERED: Approval through June 30, 2016**	
INCOME		
Cash In – Funding Source	**Budget Amount**	**Description: Specific Source**
State Grants (Please Describe)		
Other Grants (Please Describe)		
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)	$ 500,000	Charter School Advance Program
* provide source and terms of all loans		
TOTAL CASH IN (INCOME)	$ 500,000	
EXPENSES		
Expenditure	**Budget Amount**	**Description: Assumptions**
Legal	$ 5,000	As needed for building procurement and organizational development
Accounting and Consulting	$ 22,000	Bookkeeping and accounting setup and prep, SIS setup and prep,
Filing		
Fundraising	$ 5,000	
Marketing: Including Printing and Postage	$ 22,000	Contracted Service includes materials and printing
Rent: Office Space and Utilities		
Supplies	$ 20,000	Miscellaneous - includes software subscription services
Equipment	$ 44,000	Administrative computers and printers, teacher computers for training, smartboards (6)
Labor		Labor prior to state tuition support
Other (Please Describe)	$ 193,250	Mobile Unit Setup / foundations, utility connections, ramps
TOTAL EXPENSES	$ 311,250	

BSU Office of Charter Schools
Proposal
Budget Schedule B

Revenue and Expense Detail - Cash Basis
First Fiscal Year

Template 18-b
Budget Worksheets

Projected Enrollment 130	School Name: Otwell Miller Academy						Dates Covered: 2016-2017					Minimum Enrollment for Financial Viability: 110		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER (from Advance Account)	$ 188,750													
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)	$25,000 expected but not claimed													
Food Service	30% loss in food and supplies (see B88)		$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ -	$ 36,400
Investment Earnings														
Loan From Charter School Advance	Taken in Pre-Operational Year													
Other Grants (Please Describe)	State Special Education							$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 41,200
State Grants (Please Describe)	Charter and Innovation Net. Grant			$ 32,500			$ 32,500							$ 65,000
State Tuition Support	Foundation + Complexity at $5,902/student	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 767,256
Transportation	Through Pike County Schools													
Other (Please Describe)	Part B IDEA (estimated)							$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000		$ 25,000
Other (Please Describe)	Student Fees at 80% collection)		$ 4,000	$ 3,000	$ 3,000	$ 400								$ 10,400
TOTAL CASH IN (INCOME):		$ 63,938	$ 70,738	$ 103,288	$ 70,788	$ 68,188	$ 99,238	$ 79,655	$ 79,655	$ 79,655	$ 79,655	$ 79,655	$ 70,805	$ 945,256
II. EXPENDITURES:														
A. Employee Salaries														
Director/Principal		$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 70,000
Assistant Principal														
Other Administration - Business Manager	Included in Contracted Services													
Classroom Assistants	Three		$ 3,611	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 3,611	$ -	$ 65,000
Clerical	Administrative Assistant	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 22,000
Consultants (Please Describe)	Included in Contracted Services below													
Librarians	Parent Volunteers													
Overtime Expense														
Social Workers														
Substitute Teachers	at $55 per day		$ 110	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 55	$ 2,145
Teachers	Seven	$ -	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 272,708
Technicians	Shared salary	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 15,000
Temporary Salaries														
Other Human Resource Expense (Please Describe)	Cafeteria Staff		$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500		$ 35,000
Total Employee Salaries		$ 8,917	$ 40,929	$ 44,651	$ 44,651	$ 44,651	$ 44,651	$ 44,651	$ 44,651	$ 44,651	$ 44,651	$ 41,039	$ 33,763	$ 481,853
B. Employee Benefits														
Group Dental Insurance	Corporation share		$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 11,781
Group Health Insurance	Corporation share		$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 44,110
Group Life Insurance	Employee elective only													$ -
Long-Term Disability Insurance		$ 400			$ 400			$ 400			$ 400			$ 1,600
Public Employee Retirement	Calculated at 10.5%	$ 324	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 324	$ 7,560
Social Security & Medicare		$ 682	$ 3,131	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,140	$ 2,583	$ 36,862
Teacher Retirement	Calculated at 10.5%	$ 613	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 35,984
Unemployment Compensation								500	500	500	500	500	500	$ 3,000
Workers Compensation		$ 400			$ 400			$ 400			$ 400			$ 1,600
Other Employee Benefits	AFLAC Employee Paid / Elective													$ -
Total Employee Benefits		$ 2,418	$ 12,119	$ 12,404	$ 13,204	$ 12,404	$ 12,404	$ 13,704	$ 12,904	$ 12,904	$ 13,704	$ 12,627	$ 11,703	$ 142,497
C. Rental of Facilities & Utilities														
Electricity	Based on estimates provided for portable classrooms	$ 2,000	$ 2,000	$ 1,500	$ 1,700	$ 2,000	$ 2,500	$ 2,700	$ 2,700	$ 2,500	$ 1,700	$ 1,500	$ 2,000	$ 24,800
Gas, Oil, or Steam Heat														$ -
Grass and Tree Services														$ -
Internet Access	Prior to ERATE / includes VOIP	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 9,000
Mortgage														
Rent	Portable Classrooms + land	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 72,000
Repair & Maintenance Services		$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 2,400
Telephone Service	Included in Internet Access (VOIP)													0

Trash Removal	Shared cost with Community Center	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200
Utilities															
Water & Sewer		$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 2,160
Other Facilities & Utilities Expense	Miscellaneous	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 1,440
Total Rent and Utilities		$ 9,350	$ 9,350	$ 8,850	$ 9,050	$ 9,350	$ 9,850	$ 10,050	$ 10,050	$ 9,850	$ 9,050	$ 8,850	$ 9,350	$ 113,000	
D. Insurance															
Board Errors and Omissions		$ 750			$ 750			$ 750			$ 750				$ 3,000
General Liability Insurance		$ 1,000			$ 1,000			$ 1,000			$ 1,000				$ 4,000
Health Insurance															
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450				$ 1,800
Property & Inland Marine															
Theft Insurance															
Treasurer Bonds		$ 350													
Umbrella/excess Liability		$ 800			$ 800			$ 800			$ 800				$ 3,200
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200				$ 800
Worker's Compensation Insurance		$ 300			$ 300			$ 300			$ 300				$ 1,200
Other Insurance Expense (Please Describe)															
Total Insurance		$ 3,850	$ -	$ -	$ 3,500	$ -	$ -	$ 3,500	$ -	$ -	$ 3,500	$ -	$ -	$ 14,350	
E. Service Contracts															
Accounting & Payroll Services	Includes Business Manager	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 26,400
Consulting Services	Administrative Mentor	$ 5,000	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 13,250
Data Processing Services	State, Federal and Authorizer Reporting	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
Equipment Rental & Lease															$ -
Food Service			$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ -	$ 52,000	
Legal Services		$ 1,000													$ 1,000
Professional & Technical Services	Special Education Director	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 21,000
Pupil Transportation Contract															$ -
Security Services															$ -
Staff Development	Teacher pre-service activities	$ 13,500													$ 13,500
Other Service Contracts	Cleaning Services / shared with Community Center	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 14,400
Total Service Contracts		$ 25,650	$ 10,900	$ 12,400	$ 12,400	$ 12,400	$ 10,900	$ 12,400	$ 12,400	$ 12,400	$ 12,400	$ 12,400	$ 6,900	$ 153,550	
F. Supplies & Materials															
Advertising	Included in pre-operational costs														$ -
Computer Software	Instructional Materials	$ 6,000													$ 6,000
Custodial Supplies		$ 2,000													$ 2,000
Instructional Supplies	Curriculum materials / paper / toner	$ 19,800													$ 19,800
Library Books		$ 2,000													$ 2,000
Office Supplies & Expense		$ 5,000													$ 5,000
Postage		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200
Printing	Most in pre-operational /	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 2,400
Subscriptions															$ -
Testing & Evaluation Supplies	NWEA Paid by authorizer														$ -
Textbooks		$ 10,000													$ 10,000
Other Supplies & Materials	ART / MUSIC / PE	$ 9,500													$ 9,500
Total Supplies & Materials		$ 54,600	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 57,900	
G. Capital Outlay															
Computer Hardware	150 Chromebooks	$ 40,000													$ 40,000
Computer Software	PowerSchool	$ 16,000													$ 16,000
Office Furniture & Equipment		$ 3,000													$ 3,000
Instructional Furniture & Equipment	Desks, classroom furnishings	$ 18,000													$ 18,000
Vehicles															$ -
Land Purchases															$ -
Improvements & Alterations															$ -
Other Capital Outlay	Miscellaneous		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,100	
Total Capital Outlay		$ 77,000	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 78,100	
H. Other Expenditures															
Audit Expense															
Dues & Fees															
Judgements															

Debt Services															
Travel Expense/Mileage		$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	**$ 1,800**
Reimbursement															
Field Trips			$ 750			$ 750			$ 750			$ 750			**$ 3,000**
Payments to an EMO	ESP services are listed under contracts														
BSU Administrative Fee	at 3%	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	**$ 23,018**
Total Other Expenditures		**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	$ 27,818
TOTAL EXPENDITURES		**$ 183,853**	**$ 76,517**	**$ 80,772**	**$ 85,272**	**$ 82,022**	**$ 80,272**	**$ 86,772**	**$ 83,222**	**$ 82,272**	**$ 85,772**	**$ 78,135**	**$ 64,185**	**$ 1,069,068**	
REMAINING CASH BALANCE (DEFICIT)		**$ 68,835**	**$ 63,056**	**$ 85,572**	**$ 71,088**	**$ 57,253**	**$ 76,219**	**$ 69,101**	**$ 65,534**	**$ 62,916**	**$ 56,798**	**$ 58,318**	**$ 64,938**		

140	School Name: Otwell Miller Academy						Dates Covered:2017-2018						Minimum Enrollment for Financial Viability 120		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
Carryover from first operational year	$ 64,938													
Donations/Gifts (Please Describe)	$25,000 expected but not claimed													
Food Service	30% loss in food and supplies (see B88)		$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ -	**$ 36,400**
Investment Earnings														
Loan From Common School Loan	Taken in Pre-Operational Year													
Other Grants (Please Describe)	State Special Education	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 7,210	$ 7,210	$ 7,210	$ 7,210	$ 7,210	$ 7,210	**$ 84,460**
State Grants (Please Describe)	Charter and Innovation Net. Grant			$ 35,000			$ 35,000							**$ 70,000**
State Tuition Support	Foundation + Complexity at $5,902	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	**$ 847,645**
Transportation	Through Pike County Schools													
Other (Please Describe)	Part B IDEA (estimated)				$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 1,000	**$ 25,000**
Other	Student Fees at 80% collection)		$ 4,000	$ 3,000	$ 3,000	$ 400	$ -	$ -	$ -	$ -				**$ 10,400**
Erate reimbursement	Available in Year 2	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	**$ 13,200**
Small Rural School Grant	Available in Year 2 (Federal)								$ 12,000					**$ 12,000**
TOTAL CASH IN (INCOME):		$ 78,604	$ 85,404	$ 120,454	$ 88,454	$ 85,854	$ 119,404	$ 85,797	$ 97,797	$ 85,797	$ 85,797	$ 85,797	$ 79,947	**$ 1,099,105**
II. EXPENDITURES:														
A. Employee Salaries														
Director/Principal		$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	**$ 71,400**
Assistant Principal														
Other Administration Business Manager														
Classroom Assistants		$ -	$ 3,683	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 3,683	**$ 73,667**
Clerical		$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	**$ 22,440**
Consultants (Please Describe)														
Librarians														
Overtime Expense														
Social Workers														
Substitute Teachers		$ -	$ 110	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 55	**$ 2,145**
Teachers		$ 24,792	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	**$ 302,954**
Technicians		$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	**$ 15,300**
Temporary Salaries														
Other Human Resource Expense (Please Describe)	Cafeteria Staff (3)		$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ -	**$ 35,700**
Total Employee Salaries		**$ 33,887**	**$ 41,746**	**$ 45,539**	**$ 50,093**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 38,121**	**$ 528,160**
B. Employee Benefits														
Group Dental Insurance	Projects 2% increase	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	**$ 13,109**
Group Health Insurance	Projects 5% increase	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	**$ 52,932**
Group Life Insurance														**$ -**
Long-Term Disability Insurance		$ 400			$ 400			$ 400			$ 400			**$ 1,600**
Public Employee Retirement		$ 330	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 330	**$ 7,711**
Social Security & Medicare		$ 2,592	$ 3,194	$ 3,484	$ 3,832	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 2,916	**$ 40,404**
Teacher Retirement		$ 3,228	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	**$ 39,307**
Unemployment Compensation										$ 500	$ 500	$ 500	$ 500	**$ 2,000**
Workers Compensation		$ 400			$ 400			$ 400			$ 400			**$ 1,600**
Other Employee Benefits														**$ -**
Total Employee Benefits		**$ 12,454**	**$ 12,682**	**$ 12,972**	**$ 14,121**	**$ 12,972**	**$ 12,972**	**$ 13,772**	**$ 12,972**	**$ 13,472**	**$ 14,272**	**$ 13,472**	**$ 12,530**	**$ 158,664**
C. Rental of Facilities & Utilities														
Electricity		$ 2,050	$ 2,050	$ 1,538	$ 1,743	$ 2,050	$ 2,563	$ 2,768	$ 2,768	$ 2,563	$ 1,743	$ 1,538	$ 2,050	**$ 25,420**
Gas, Oil, or Steam Heat														**$ -**
Grass and Tree Services														**$ -**
Internet Access		$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	**$ 9,225**
Mortgage														**$ -**
Rent		$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	**$ 72,000**
Repair & Maintenance Services		$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	**$ 2,460**
Telephone Long Distance														**$ -**
Trash Removal		$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	**$ 1,230**
Utilities														**$ -**

Water & Sewer		$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 2,214
Other Facilities & Utilities Expense		$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 1,476
Total Rent and Utilities		$ 9,434	$ 9,434	$ 8,921	$ 9,126	$ 9,434	$ 9,946	$ 10,151	$ 10,151	$ 9,946	$ 9,126	$ 8,921	$ 9,434	$ 114,025			
D. Insurance																	
Board Errors and Omissions		$ 750			$ 750			$ 750			$ 750						$ 3,000
General Liability Insurance		$ 1,000			$ 1,000			$ 1,000			$ 1,000						$ 4,000
Health Insurance																	
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450						$ 1,800
Property & Inland Marine																	
Theft Insurance																	
Treasurer Bonds		$ 350			$ -			$ -			$ -						$ 350
Umbrella/excess Liability		$ 800			$ 800			$ 800			$ 800						$ 3,200
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200						$ 800
Worker's Compensation Insurance		$ 300			$ 300			$ 300			$ 300						$ 1,200
Other Insurance Expense (Please Describe)																	
Total Insurance		$ 3,850			$ 3,500			$ 3,500			$ 3,500					$ -	$ 14,350
E. Service Contracts																	
Accounting & Payroll Services	Includes Business Manager	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 26,400
Consulting Services	Administrative Mentor	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 9,000
Data Processing Services	State, Federal and Authorizer Reporting	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 10,250
Equipment Rental & Lease																	$ -
Food Service Contract		$ -	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ -	$ 52,000		
Legal Services		$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000		
Professional & Technical Services	Special Education Director	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 21,000
Pupil Transportation Contract																	$ -
Security Services																	$ -
Staff Development	Teacher pre-service activities	$ 4,000						$ 2,000									$ 6,000
Other Service Contracts	Cleaning Services / shared with Community Center	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 14,400		
Total Service Contracts		$ 11,900	$ 10,900	$ 12,400	$ 12,400	$ 12,400	$ 10,650	$ 14,150	$ 12,150	$ 12,150	$ 12,150	$ 12,150	$ 6,650	$ 140,050			
F. Supplies & Materials																	
Advertising		$ 2,000															$ 2,000
Computer Software	Software Subscriptions	$ 2,000															$ 2,000
Custodial Supplies		$ 500			$ 250			$ 250			$ 250						$ 1,250
Instructional Supplies		$ 2,000						$ 500			$ 500						$ 3,000
Library Books																	$ -
Office Suplies & Expense		$ 500						$ 500									$ 1,000
Postage		$ 200	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,300		
Printing		$ 500	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 2,700		
Subscriptions																	$ -
Testing & Evaluation Supplies	Test Prep Supplies	$ 500															$ 500
Textbooks	New students	$ 750															$ 750
Other Supplies & Materials		$ 750															$ 750
Total Supplies & Materials		$ 9,700	$ 300	$ 300	$ 550	$ 300	$ 300	$ 1,550	$ 300	$ 300	$ 1,050	$ 300	$ 300	$ 15,250			
G. Capital Outlay																	
Computer Hardware	Replacement Chromebooks	$ 2,000															$ 2,000
Computer Software		$ 3,000															$ 3,000
Office Furniture & Equipment		$ 500															$ 500
Instructional Furniture & Equipment		$ 1,000															$ 1,000
Vehicles																	$ -
Land Purchases																	$ -
Improvements $ Alterations																	$ -
Other Capital Outlay	Miscellaneous	$ 500	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 3,800			
Total Capital Outlay		$ 7,000	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 10,300			
H. Other Expenditures																	
Audit Expense	Paid by Authorizer																
Dues & Fees																	$ -
Judgements																	$ -
Debt Services	Began repayment of Charter School Advance							$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 26,844
Travel Expense/Mileage		$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 1,800			

Reimbursement															$ -
Field Trips			$ 1,000					$ 1,000			$ 1,000		$ 1,000		$ 4,000
Payment to an EMO	ESP under contracted services														$ -
BSU Administrative Fee		$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 25,429
Total Other Expenditures		$ 2,269	$ 3,269	$ 2,269	$ 2,269	$ 2,269	$ 3,269	$ 6,743	$ 6,743	$ 7,743	$ 6,743	$ 7,743	$ 6,743	$ 6,743	$ 58,073
TOTAL EXPENDITURES		$ 90,493	$ 78,631	$ 82,702	$ 92,359	$ 83,214	$ 82,977	$ 95,706	$ 88,156	$ 89,451	$ 92,681	$ 88,426	$ 74,078	$ 1,038,872	
REMAINING CASH BALANCE (DEFICIT)		$ 53,048	$ 59,821	$ 97,574	$ 93,668	$ 96,308	$ 132,735	$ 122,826	$ 132,468	$ 128,814	$ 121,931	$ 119,302	$ 125,172		

	School Name: Otwell Miller Academy		
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)
Dates Covered	Aproval - June 30, 2016	7/1/2016 - 6/30/2017	7/1/2017 - 6/30/2018
Projected Enrollment		130	140
Minimum enrollment for financial viability		110	120
CARRY OVER		**$ 188,750**	**$ 64,938**
I. CASH IN (INCOME):			
Donations/Gifts		$ -	$ -
Food Service		$ 36,400	$ 36,400
Investment Earnings		$ -	$ -
Charter School Advance Program	$ 500,000	$ -	$ -
Other Grants		$ 41,200	$ 84,460
State Grants		$ 65,000	$ 70,000
State Tuition Support		$ 767,256	$ 847,645
Transportation		$ -	$ -
Other (Please Describe)		$ 25,000	$ 25,000
Other (Student Fees)		$ 10,400	$ 10,400
Small Rural School Grant			$ 12,000
TOTAL CASH IN (INCOME):	$ 500,000	$ 945,256	$ 1,085,905
II. EXPENDITURES:			
A. Employee Salaries			
Director/Principal		$ 70,000	$ 71,400
Assistant Principal		$ -	$ -
Other Administration - Business Manager		$ -	$ -
Classroom Assistants		$ 65,000	$ 73,667
Clerical		$ 22,000	$ 22,440
Consultants		$ -	$ -
Librarians		$ -	$ -
Overtime Expense		$ -	$ -
Social Workers		$ -	$ -
Substitute Teachers		$ 2,145	$ 2,145

Teachers		$ 272,708	$ 302,954
Technicians		$ 15,000	$ 15,300
Temporary Salaries		$ -	$ -
Other Human Resource Expense		$ 35,000	$ 35,700
Total Employee Salaries	0	$ 481,853	$ 528,160
B. Employee Benefits			
Group Dental Insurance		$ 11,781	$ 13,109
Group Health Insurance		$ 44,110	$ 52,932
Group Life Insurance		$ -	$ -
Long-Term Disability Insurance		$ 1,600	$ 1,600
Public Employee Retirement		$ 7,560	$ 7,711
Social Security & Medicare		$ 36,862	$ 40,404
Teacher Retirement		$ 35,984	$ 39,307
Unemployment Compensation		$ 3,000	$ 2,000
Workers Compensation		$ 1,600	$ 1,600
Other Employee Benefits		$ -	$ -
Total Employee Benefits		$ 142,497	$ 158,664
C. Rental of Facilities & Utilities			
Electricity		$ 24,800	$ 25,420
Gas, Oil, or Steam Heat		$ -	$ -
Grass and Tree Services		$ -	$ -
Internet Access		$ 9,000	$ 9,225
Mortgage		$ -	$ -
Rent		$ 72,000	$ 72,000
Repair & Maintenance Services		$ 2,400	$ 2,460
Telephone Long Distance		$ -	$ -
Trash Removal		$ 1,200	$ 1,230
Utilities		$ -	$ -
Water & Sewer		$ 2,160	$ 2,214
Other Facilities & Utilities Exepnse		$ 1,440	$ 1,476
Total Rent and Utilities	$ -	$ 113,000	$ 114,025
D. Insurance			
Board Errors and Omissions		$ 3,000	$ 3,000
General Liability Insurance		$ 4,000	$ 4,000
Health Insurance		$ -	
Property & Casualty Insurance		$ 1,800	$ 1,800
Property & Inland Marine		$ -	

Theft Insurance		$ -	
Treasurer Bonds		$ 350	$ 350
Umbrella/excess Liability		$ 3,200	$ 3,200
Vehicle Insurance		$ 800	$ 800
Worker's Compensation Insurance		$ 1,200	$ 1,200
Other Insurance Expense		$ -	
Total Insurance		$ 14,350	$ 14,350
E. Service Contracts			
Accounting & Payroll Services	$ 11,000	$ 26,400	$ 26,400
Consulting Services	$ 11,000	$ 13,250	$ 9,000
Data Processing Services		$ 12,000	$ 10,250
Equipment Rental & Lease		$ -	$ -
Food Service Contract		$ 52,000	$ 52,000
Legal Services	$ 5,000	$ 1,000	$ 1,000
Professional & Technical Services		$ 21,000	$ 21,000
Pupil Transportation Contract		$ -	$ -
Security Services		$ -	$ -
Staff Development		$ 13,500	$ 6,000
Other Service Contracts		$ 14,400	$ 14,400
Total Service Contracts	$ 27,000	$ 153,550	$ 140,050
F. Supplies & Materials			
Advertising	$ 12,000	$ -	$ 2,000
Computer Software		$ 6,000	$ 2,000
Custodial Supplies		$ 2,000	$ 1,250
Instructional Supplies		$ 19,800	$ 3,000
Library Books		$ 2,000	$ -
Office Supplies & Expense		$ 5,000	$ 1,000
Postage		$ 1,200	$ 1,300
Printing	$ 10,000	$ 2,400	$ 2,700
Subscriptions	$ 5,000	$ -	$ -
Testing & Evaluation Supplies		$ -	$ 500
Textbooks		$ 10,000	$ 750
Other Supplies & Materials	$ 15,000	$ 9,500	$ 750
Total Supplies & Materials	$ 42,000	$ 57,900	$ 15,250
G. Capital Outlay			
Computer Hardware	$ 44,000	$ 40,000	$ 2,000

Computer Software	$ 5,000	$ 16,000	$ 3,000
Office Furniture & Equipment	$ -	$ 3,000	$ 500
Instructional Furniture & Equipment	$ -	$ 18,000	$ 1,000
Vehicles		$ -	$ -
Land Purchases		$ -	$ -
Improvements & Alterations		$ -	$ -
Other Capital Outlay	$ 193,250	$ 1,100	$ 3,800
Total Capital Outlay	$ 242,250	$ 78,100	$ 10,300
H. Other Expenditures			
Audit Expense			
Dues & Fees			
Judgements			
Debt Services		$ -	$ 26,844
Travel Expense/Mileage		$ 1,800	$ 1,800
Reimbursement		$ -	$ -
Field Trips		$ 3,000	$ 4,000
Payment to an EMO		$ -	$ -
BSU Administrative Fee		$ 23,018	$ 25,429
Total Other Expenditures		$ 27,818	$ 58,073
TOTAL EXPENDITURES	$ 311,250	$ 1,069,068	$ 1,038,872
REMAINING CASH BALANCE (DEFICIT)	$ 188,750	$ 64,938	$ 125,172

ATTACHMENT 25

BUDGET NARRATIVE

Budget Narrative

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

OMA intends to contract with Indiana Charters to establish accounting, purchasing, and payroll processes. Indiana Charters' approach is to assist the school in finding the best possible administrative staff prior to startup. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff. Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions or to provide training and oversight to school staff. Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be property of OMA. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board. Indiana Charters will assist OMA in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

Though Friends of Otwell believes fundraising efforts will add an additional $25,000 - $50,000 revenue to this plan, no fundraising project funds are used in this budget.

Though its is believed that the Indiana Department of Education will reapply and receive Charter School Program funds, and that OMA would be eligible for implementation funds, no CSP grant funds are used in this budget.

I. REVENUE ASSUMPTIONS

All budget numbers are based on 130 students.

A. Per Pupil Funding

This funding source may also be termed "basic tuition support" in some references throughout this application. Revenue from this source includes the foundation funding amount combined with the complexity grant. The pupil count is initially based on the Indiana Department of Education (IDOE) "Student Residence Report" (DOE-SR) which is collected in May prior to the opening of a new charter school. Should that number not match the September ADM count, the funding is "trued up" for the final two payments in the 2016-2017 school year. It is assumed that per-pupil distributions will occur on the 15th of each month.

The following explains the two components of the per-pupil funding:

Foundation Funding	**$5,088** / pupil
Complexity Grant	Complexity multiplier is estimated as .20. This multiplier is based on an assumption that 20% of students will be recipients of governmental services TANF or food stamps. The complexity grant is determined by the product of $3,489 and the "multiplier" (.23) listed below. This "multiplier" is the estimated percentage of students that we believe will be receiving TANF or SNAP benefits.
	$ 3,539
	x .23
	$ 814

	$ 5,088
	+$ 814
Per Pupil Funding	**$5,902**

An annual increase of **3%** is calculated for years 2-5. Since new charter schools are funded at the foundation amount without any "transition to foundation" formulas injected to complicate the equation, OMA feels that 3% growth is a reasonable and responsible assumption. As one piece of evidence to support this conclusion, foundation funding grew from $ 4,405 in FY ending in 2015 to $5,088 in FY ending in 2017. That's an 8.65% increase or 4.325% each year over two years.

B. Special Education Funding (State)

Based on a Dec. 1 count of special education students, a monthly distribution is made at the same time the state pays the basic tuition support. The revenue amount used in this budget reflects all 35 students receiving support at what is called "Level One" or "Severe Disabilities" category and "communication disorder" services, which is an additional distribution for students with a secondary disability. Typically students with ASD will qualify for both of these funds.

The special education per-pupil funding amounts, which were adjusted in the 2015 General Assembly, are listed below:

Severe Disabilities	$ 8,800	x	4 students	$ 35,200
Mild and Moderate Disabilities	$ 2,300	x	14 students	$ 32.200
Communication Disorders	$ 500	x	30 students	$ 15,000
				$ 82,000

The total state special education funding will be distributed in 12 monthly installments ($ 6,833 / month) beginning in January of 2017.

C. Charter and Innovation Network Schools Grant

This funding source enacted with the 2015 budget bill provides $ 500 per student. The budget assumes distribution in the same manner and on the same schedule as funds were distributed to operating schools during the 2015-2016 school year.

$ 500
x 130
$ 27,500

D. CSP Planning / Implementation Grant

This federal grant has been available as a pass-through to the SEA since 2004. In the regular renewal cycle during the summer of 2015, Indiana failed to renew this funding source. Though Hope Source Project Academy supports efforts to bring startup funding back to Indiana, **no revenue from this source is projected**.

E. Part B IDEA

Part B of the Individuals with Disabilities Education Act provides reimbursement for the "excess costs" of providing education to students with special needs. The federal funding formula requires states to consider multiple criteria to determine equitable distribution for all LEAs, which includes charter schools. The components of the federal funding formula include: base payment amounts (the number of students with special needs enrolled during the first year of operation for new charter schools), total school population, and poverty factors, based off of free and reduced lunch counts from the October DOE-PE report. It is often difficult to predict the outcome of this formula for new charter schools. For new charter schools, these processes should be complete by January of their first year of operation. In subsequent years, Part B IDEA grants are submitted in late summer with access to reimbursement in October. This budget uses **$25,000** as a conservative estimate for this revenue source.

Estimated annual reimbursement **$ 25,000**

F. Title I

Since charter schools do not have their own census poverty data, the IDOE's multi-step approach to determining eligibility will take some time. This budget assumes no funding from this revenue source.

H. Charter and Innovation Network School Advance Program

During the 2015 General Session, Indiana authorized the Charter School Advance Program to provide low interest (1% payable over 10 years) loans to charter schools. The Indiana State Board of Education has reserved $10,000,000 of the $50,000,000 allocation for distribution to new charter schools during the 2016-2017 year. OMA will apply for

$500,000 to support operational and startup costs Repayments are shown to begin in January of 2018.

I. Small Rural Schools Grant (REAP)

The U.S. Department of Education administers the Rural Education Achievement Program (REAP). Under CFDA 84.358A, schools that meet the eligibility requirements do not compete for these funds, but rather are eligible. OMA beliefs will meet eligibility criteria in year two of operation. **$12,000** is estimated from this program.

J. Charter School Capital

Charter School Capital out of Portland, OR has provided a Letter of Intent (included in this attachment) offering $125,000 in funding support as a loan. OMA does not anticipate using this resource; however, it is vital to have this as a backup and contingency funding source.

> *Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

We believe these budget and enrollment estimates are conservative. In fact, we have intentionally left out important revenue funding sources because they are not a certainty. We have actually begun with the most difficult scenario we can imagine. Three such examples are listed below:

Assumptions Made	What We Believe Will Happen
$0 available from CSP funds	We have been told that Indiana will reapply in this summer cycle. If funding is received, OMA will be eligible for approximately $500,000 in implementation funds.
$0 from fundraising efforts	This community will surprise everyone with its ability to raise funds. We have spoken with individual donors and have begun fundraising plans. We believe we will raise a minimum of $25,000 with our goal being $100,000 in our first year.
We may experience cash flow issues to slow our pre-operational preparation. As a result, we have begun planning for a cash flow contingency with Charter School Capital (see letter).	We believe the Charter School Advance Program will open applications for new (2016-2017) schools in March or April of this year, and funds will be distributed in May.

Should enrollment for short of projections, OMA will consider multi-grade instruction where class sizes allow. In multi-grade instruction, children of at least a 2 year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic and social skills. This is a small extension of the individualized instruction, experiential learning and project based learning models employed in our current proposal. A multi-grade instruction model provides a strong framework for including students with special needs in the general education setting. In the unlikely event that the enrollment falls below 120, we are comfortable with providing the additional training for instruction in multi-grade classrooms, thus lowering staff costs.

Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

We have been in working with Charter School Capital of Portland Oregon. As stated in the attached letter, they are prepared to offer $125,000 in cash flow funds prior to the school's opening.

CHARTER SCHOOL CAPITAL

225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

January 27, 2016

VIA EMAIL

Ball State University
Office of Charter Schools
2000 W. University Ave.
Muncie, IN 47306

Re: Qualification for Funding – Otwell Miller Academy

Ladies and Gentlemen:

Please be advised that Otwell Miller Academy, has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $125,000.

Funding for Otwell Miller Academy is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Indiana, including the Indiana Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the Indiana Secretary of State;
5. A "Good Standing Certification" being executed by Ball State University upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and Indiana laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Westley Koenen

Westley Koenen
VP of Client Services
971.295.0792

ATTACHMENT 26

AUDITS AND INTERNAL FINANCIAL STATEMENTS

NOT APPLICABLE

BSU Office of Charter Schools
Proposal
Budget Schedule A

Pre Operational Year

Template 18-a
Budget Worksheets

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

SCHOOL NAME: Otwell Miller Academy	**DATES COVERED: Approval through June 30, 2016**	
INCOME		
Cash In -- Funding Source	**Budget Amount**	**Description: Specific Source**
State Grants (Please Describe)		
Other Grants (Please Describe)		
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)	$ 500,000	Charter School Advance Program
*** provide source and terms of all loans**		
TOTAL CASH IN (INCOME)	$ 500,000	
EXPENSES		
Expenditure	**Budget Amount**	**Description: Assumptions**
Legal	$ 5,000	As needed for building procurement and organizational development
Accounting and Consulting	$ 22,000	Bookkeeping and accounting setup and prep, SIS setup and prep,
Filing		
Fundraising	$ 5,000	
Marketing: Including Printing and Postage	$ 22,000	Contracted Service includes materials and printing
Rent: Office Space and Utilities		
Supplies	$ 20,000	Miscellaneous - includes software subscription services
Equipment	$ 44,000	Administrative computers and printers, teacher computers for training, smartboards (6)
Labor		Labor prior to state tuition support
Other (Please Describe)	$ 193,250	Mobile Unit Setup / foundations, utility connections, ramps
TOTAL EXPENSES	$ 311,250	

BSU Office of Charter Schools
Proposal
Budget Schedule B

Revenue and Expense Detail - Cash Basis
First Fiscal Year

Template 18-b
Budget Worksheets

Projected Enrollment 130	**School Name: Otwell Miller Academy**							**Dates Covered: 2016-2017**					Minimum Enrollment for Financial Viability: 110		
	Description (where requested in Column A)	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Total**
CARRY OVER (from Advance Account)	**$ 188,750**														
I. CASH IN (INCOME):															
Donations/Gifts (Please Describe)	$25,000 expected but not claimed														
Food Service	30% loss in food and supplies (see B88)		$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ -	**$ 36,400**
Investment Earnings															
Loan From Charter School Advance	Taken in Pre-Operational Year														
Other Grants (Please Describe)	State Special Education							$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	**$ 41,200**
State Grants (Please Describe)	Charter and Innovation Net. Grant			$ 32,500			$ 32,500							**$ 65,000**
State Tuition Support	Foundation + Complexity at $5,902/student	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	$ 63,938	**$ 767,256**
Transportation	Through Pike County Schools														
Other (Please Describe)	Part B IDEA (estimated)							$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000		**$ 25,000**
Other (Please Describe)	Student Fees at 80% collection)		$ 4,000	$ 3,000	$ 3,000	$ 400								**$ 10,400**
TOTAL CASH IN (INCOME):		**$ 63,938**	**$ 70,738**	**$ 103,288**	**$ 70,788**	**$ 68,188**	**$ 99,238**	**$ 79,655**	**$ 79,655**	**$ 79,655**	**$ 79,655**	**$ 79,655**	**$ 70,805**	**$ 945,256**
II. EXPENDITURES:															
A. Employee Salaries															
Director/Principal		$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	**$ 70,000**
Assistant Principal															
Other Administration - Business Manager	Included in Contracted Services														
Classroom Assistants	Three		$ 3,611	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 7,222	$ 3,611	$ -	**$ 65,000**
Clerical	Administrative Assistant	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	$ 1,833	**$ 22,000**
Consultants (Please Describe)	Included in Contracted Services below														
Librarians	Parent Volunteers														
Overtime Expense															
Social Workers															
Substitute Teachers	at $55 per day		$ 110	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 55	**$ 2,145**
Teachers	Seven	$ -	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	$ 24,792	**$ 272,708**
Technicians	Shared salary	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	**$ 15,000**
Temporary Salaries															
Other Human Resource Expense (Please Describe)	Cafeteria Staff		$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 3,500		**$ 35,000**
Total Employee Salaries		**$ 8,917**	**$ 40,929**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 44,651**	**$ 41,039**	**$ 33,763**	**$ 481,853**
B. Employee Benefits															
Group Dental Insurance	Corporation share		$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	$ 1,071	**$ 11,781**
Group Health Insurance	Corporation share		$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	$ 4,010	**$ 44,110**
Group Life Insurance	Employee elective only													**$ -**
Long-Term Disability Insurance		$ 400			$ 400			$ 400			$ 400			**$ 1,600**
Public Employee Retirement	Calculated at 10.5%	$ 324	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 691	$ 324	**$ 7,560**
Social Security & Medicare		$ 682	$ 3,131	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,416	$ 3,140	$ 2,583	**$ 36,862**
Teacher Retirement	Calculated at 10.5%	$ 613	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	$ 3,216	**$ 35,984**
Unemployment Compensation								500	500	500	500	500	500	**$ 3,000**

Workers Compensation		$ 400			$ 400			$ 400			$ 400					**$ 1,600**
Other Employee Benefits	AFLAC Employee Paid / Elective															**$ -**
Total Employee Benefits		**$ 2,418**	**$ 12,119**	**$ 12,404**	**$ 13,204**	**$ 12,404**	**$ 12,404**	**$ 13,704**	**$ 12,904**	**$ 12,904**	**$ 13,704**	**$ 12,627**	**$ 11,703**	**$ 142,497**
C. Rental of Facilities & Utilities														
Electricity	Based on estimates provided for portable classrooms	$ 2,000	$ 2,000	$ 1,500	$ 1,700	$ 2,000	$ 2,500	$ 2,700	$ 2,700	$ 2,500	$ 1,700	$ 1,500	$ 2,000	**$ 24,800**
Gas, Oil, or Steam Heat														**$ -**
Grass and Tree Services														**$ -**
Internet Access	Prior to ERATE / includes VOIP	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	**$ 9,000**
Mortgage														
Rent	Portable Classrooms + land	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	**$ 72,000**
Repair & Maintenance Services		$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	**$ 2,400**
Telephone Service	Included in Inernet Access (VOIP)													**0**
Trash Removal	Shared cost with Community Center	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	**$ 1,200**
Utilities														
Water & Sewer		$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	$ 180	**$ 2,160**
Other Facilities & Utilities Expense	Miscellaneous	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	$ 120	**$ 1,440**
Total Rent and Utilities		**$ 9,350**	**$ 9,350**	**$ 8,850**	**$ 9,050**	**$ 9,350**	**$ 9,850**	**$ 10,050**	**$ 10,050**	**$ 9,850**	**$ 9,050**	**$ 8,850**	**$ 9,350**	**$ 113,000**
D. Insurance														
Board Errors and Omissions		$ 750			$ 750			$ 750			$ 750			**$ 3,000**
General Liability Insurance		$ 1,000			$ 1,000			$ 1,000			$ 1,000			**$ 4,000**
Health Insurance														
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450			**$ 1,800**
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds		$ 350												
Umbrella/excess Liability		$ 800			$ 800			$ 800			$ 800			**$ 3,200**
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200			**$ 800**
Worker's Compensation Insurance		$ 300			$ 300			$ 300			$ 300			**$ 1,200**
Other Insurance Expense (Please Describe)														
Total Insurance		**$ 3,850**	**$ -**	**$ -**	**$ 3,500**	**$ -**	**$ -**	**$ 3,500**	**$ -**	**$ -**	**$ 3,500**	**$ -**	**$ -**	**$ 14,350**
E. Service Contracts														
Accounting & Payroll Services	Includes Business Manager	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	**$ 26,400**
Consulting Services	Administrative Mentor	$ 5,000	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	**$ 13,250**
Data Processing Services	State, Federal and Authorizer Reporti	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	**$ 12,000**
Equipment Rental & Lease														**$ -**
Food Service			$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ -	**$ 52,000**
Legal Services		$ 1,000												**$ 1,000**
Professional & Technical Services	Special Education Director	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	**$ 21,000**
Pupil Transportation Contract														**$ -**
Security Services														**$ -**
Staff Development	Teacher pre-service activities	$ 13,500												**$ 13,500**
Other Service Contracts	Cleaning Services / shared with Community Center	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	**$ 14,400**
Total Service Contracts		**$ 25,650**	**$ 10,900**	**$ 12,400**	**$ 12,400**	**$ 12,400**	**$ 10,900**	**$ 12,400**	**$ 12,400**	**$ 12,400**	**$ 12,400**	**$ 12,400**	**$ 6,900**	**$ 153,550**
F. Supplies & Materials														
Advertising	Included in pre-operational costs													**$ -**
Computer Software	Instructional Materials	$ 6,000												**$ 6,000**
Custodial Supplies		$ 2,000												**$ 2,000**

Instructional Supplies	Curriculum materials / paper / toner	$ 19,800													**$ 19,800**
Library Books		$ 2,000													**$ 2,000**
Office Supplies & Expense		$ 5,000													**$ 5,000**
Postage		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	**$ 1,200**
Printing	Most in pre-operational /	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	**$ 2,400**
Subscriptions															**$ -**
Testing & Evaluation Supplies	NWEA Paid by authorizer														**$ -**
Textbooks		$ 10,000													**$ 10,000**
Other Supplies & Materials	ART / MUSIC / PE	$ 9,500													**$ 9,500**
Total Supplies & Materials		**$ 54,600**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 57,900**
G. Capital Outlay															
Computer Hardware	150 Chromebooks	$ 40,000													**$ 40,000**
Computer Software	PowerSchool	$ 16,000													**$ 16,000**
Office Furniture & Equipment		$ 3,000													**$ 3,000**
Instructional Furniture & Equipment	Desks, classroom furnishings	$ 18,000													**$ 18,000**
Vehicles															**$ -**
Land Purchases															**$ -**
Improvements & Alterations															**$ -**
Other Capital Outlay	Miscellaneous		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	**$ 1,100**
Total Capital Outlay		**$ 77,000**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 100**	**$ 78,100**
H. Other Expenditures															
Audit Expense															
Dues & Fees															
Judgements															
Debt Services															
Travel Expense/Mileage		$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	**$ 1,800**
Reimbursement															
Field Trips			$ 750			$ 750			$ 750				$ 750		**$ 3,000**
Payments to an EMO	ESP services are listed under contracts														
BSU Administrative Fee	at 3%	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	$ 1,918	**$ 23,018**
Total Other Expenditures		**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	**$ 2,818**	**$ 2,068**	**$ 2,068**	$ 27,818
TOTAL EXPENDITURES		**$ 183,853**	**$ 76,517**	**$ 80,772**	**$ 85,272**	**$ 82,022**	**$ 80,272**	**$ 86,772**	**$ 83,222**	**$ 82,272**	**$ 85,772**	**$ 78,135**	**$ 64,185**	**#######**	
REMAINING CASH BALANCE (DEFICIT)		**$ 68,835**	**$ 63,056**	**$ 85,572**	**$ 71,088**	**$ 57,253**	**$ 76,219**	**$ 69,101**	**$ 65,534**	**$ 62,916**	**$ 56,798**	**$ 58,318**	**$ 64,938**		

BSU Office of Charter Schools
Proposal
Budget Schedule C

Revenue and Expense Detail - Cash Basis
Second Fiscal Year

Template 18-c
Budget Worksheets

140	**School Name: Otwell Miller Academy**						**Dates Covered:2017-2018**					Minimum Enrollment for Financial Viability 120		
	Description (where requested in Column A)	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Total**
Carryover from first operational year	$ 64,938													
Donations/Gifts (Please Describe)	$25,000 expected but not claimed													
Food Service	30% loss in food and supplies (see B88)		$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 2,800	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ 3,850	$ -	**$ 36,400**
Investment Earnings														
Loan From Common School Loan	Taken in Pre-Operational Year													
Other Grants (Please Describe)	State Special Education	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 6,867	$ 7,210	$ 7,210	$ 7,210	$ 7,210	$ 7,210	$ 7,210	**$ 84,460**
State Grants (Please Describe)	Charter and Innovation Net. Grant			$ 35,000			$ 35,000							**$ 70,000**
State Tuition Support	Foundation + Complexity at $5,9	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	$ 70,637	**$ 847,645**
Transportation	Through Pike County Schools													
Other (Please Describe)	Part B IDEA (estimated)				$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 1,000	**$ 25,000**
Other	Student Fees at 80% collection)		$ 4,000	$ 3,000	$ 3,000	$ 400	$ -	$ -	$ -	$ -				**$ 10,400**
Erate reimbursement	Available in Year 2	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	$ 1,100	**$ 13,200**
Small Rural School Grant	Available in Year 2 (Federal)								$ 12,000					**$ 12,000**
TOTAL CASH IN (INCOME):		$ 78,604	$ 85,404	$ 120,454	$ 88,454	$ 85,854	$ 119,404	$ 85,797	$ 97,797	$ 85,797	$ 85,797	$ 85,797	$ 79,947	**#######**
II. EXPENDITURES:														
A. Employee Salaries														
Director/Principal		$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	$ 5,950	**$ 71,400**
Assistant Principal														
Other Administration Business Manager														
Classroom Assistants		**$ -**	$ 3,683	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 7,367	$ 3,683	**$ 73,667**
Clerical		$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	**$ 22,440**
Consultants (Please Describe)														
Librarians														
Overtime Expense														
Social Workers														
Substitute Teachers		$ -	$ 110	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 55	**$ 2,145**
Teachers		$ 24,792	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	$ 25,288	**$ 302,954**
Technicians		$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	$ 1,275	**$ 15,300**
Temporary Salaries														
Other Human Resource Expense (Please Describe)	Cafeteria Staff (3)		$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ 3,570	$ -	**$ 35,700**
Total Employee Salaries		**$ 33,887**	**$ 41,746**	**$ 45,539**	**$ 50,093**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 45,539**	**$ 38,121**	**$ 528,160**
B. Employee Benefits														
Group Dental Insurance	Projects 2% increase	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	$ 1,092	**$ 13,109**
Group Health Insurance	Projects 5% increase	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	**$ 52,932**
Group Life Insurance														**$ -**
Long-Term Disability Insurance		$ 400			$ 400			$ 400			$ 400			**$ 1,600**
Public Employee Retirement		$ 330	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 330	**$ 7,711**
Social Security & Medicare		$ 2,592	$ 3,194	$ 3,484	$ 3,832	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 3,484	$ 2,916	**$ 40,404**
Teacher Retirement		$ 3,228	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	$ 3,280	**$ 39,307**
Unemployment Compensation										$ 500	$ 500	$ 500	$ 500	**$ 2,000**
Workers Compensation		$ 400			$ 400			$ 400			$ 400			**$ 1,600**

Other Employee Benefits															$ -
Total Employee Benefits		**$ 12,454**	**$ 12,682**	**$ 12,972**	**$ 14,121**	**$ 12,972**	**$ 12,972**	**$ 13,772**	**$ 12,972**	**$ 13,472**	**$ 14,272**	**$ 13,472**	**$ 12,530**	**$ 158,664**
C. Rental of Facilities & Utilities															
Electricity		$ 2,050	$ 2,050	$ 1,538	$ 1,743	$ 2,050	$ 2,563	$ 2,768	$ 2,768	$ 2,563	$ 1,743	$ 1,538	$ 2,050	**$ 25,420**
Gas, Oil, or Steam Heat														**$ -**
Grass and Tree Services														**$ -**
Internet Access		$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	$ 769	**$ 9,225**
Mortgage														**$ -**
Rent		$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	**$ 72,000**
Repair & Maintenance Services		$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	$ 205	**$ 2,460**
Telephone Long Distance														**$ -**
Trash Removal		$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	$ 103	**$ 1,230**
Utilities														**$ -**
Water & Sewer		$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	$ 185	**$ 2,214**
Other Facilities & Utilities Expense		$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	$ 123	**$ 1,476**
Total Rent and Utilities		**$ 9,434**	**$ 9,434**	**$ 8,921**	**$ 9,126**	**$ 9,434**	**$ 9,946**	**$ 10,151**	**$ 10,151**	**$ 9,946**	**$ 9,126**	**$ 8,921**	**$ 9,434**	**$ 114,025**
D. Insurance															
Board Errors and Omissions		$ 750			$ 750			$ 750			$ 750			**$ 3,000**
General Liability Insurance		$ 1,000			$ 1,000			$ 1,000			$ 1,000			**$ 4,000**
Health Insurance														
Property & Casualty Insurance		$ 450			$ 450			$ 450			$ 450			**$ 1,800**
Property & Inland Marine														
Theft Insurance														
Treasurer Bonds		$ 350			$ -			$ -			$ -			**$ 350**
Umbrella/excess Liability		$ 800			$ 800			$ 800			$ 800			**$ 3,200**
Vehicle Insurance		$ 200			$ 200			$ 200			$ 200			**$ 800**
Worker's Compensation Insurance		$ 300			$ 300			$ 300			$ 300			**$ 1,200**
Other Insurance Expense (Please Describe)														
Total Insurance		**$ 3,850**			**$ 3,500**			**$ 3,500**			**$ 3,500**		**$ -**	**$ 14,350**
E. Service Contracts															
Accounting & Payroll Services	Includes Business Manager	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	$ 2,200	**$ 26,400**
Consulting Services	Administrative Mentor	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	**$ 9,000**
Data Processing Services	State, Federal and Authorizer Report	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	$ 750	**$ 10,250**
Equipment Rental & Lease														**$ -**
Food Service Contract		$ -	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 4,000	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ 5,500	$ -	**$ 52,000**
Legal Services		$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 1,000**
Professional & Technical Services	Special Education Director	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	$ 1,750	**$ 21,000**
Pupil Transportation Contract														**$ -**
Security Services														**$ -**
Staff Development	Teacher pre-service activities	$ 4,000						$ 2,000						**$ 6,000**
Other Service Contracts	Cleaning Services / shared with Community Center	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200	**$ 14,400**
Total Service Contracts		**$ 11,900**	**$ 10,900**	**$ 12,400**	**$ 12,400**	**$ 12,400**	**$ 10,650**	**$ 14,150**	**$ 12,150**	**$ 12,150**	**$ 12,150**	**$ 12,150**	**$ 6,650**	**$ 140,050**
F. Supplies & Materials															
Advertising		$ 2,000												**$ 2,000**
Computer Software	Software Subscriptions	$ 2,000												**$ 2,000**
Custodial Supplies		$ 500			$ 250			$ 250			$ 250			**$ 1,250**
Instructional Supplies		$ 2,000						$ 500			$ 500			**$ 3,000**
Library Books														**$ -**

Office Suplies & Expense		$ 500						$ 500							$ 1,000
Postage		$ 200	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,300
Printing		$ 500	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 2,700
Subscriptions															$ -
Testing & Evaluation Supplies	Test Prep Supplies	$ 500													$ 500
Textbooks	New students	$ 750													$ 750
Other Supplies & Materials		$ 750													$ 750
Total Supplies & Materials		**$ 9,700**	**$ 300**	**$ 300**	**$ 550**	**$ 300**	**$ 300**	**$ 1,550**	**$ 300**	**$ 300**	**$ 1,050**	**$ 300**	**$ 300**		**$ 15,250**
G. Capital Outlay															
Computer Hardware	Replacement Chromebooks	$ 2,000													$ 2,000
Computer Software		$ 3,000													$ 3,000
Office Furniture & Equipment		$ 500													$ 500
Instructional Furniture & Equipment		$ 1,000													$ 1,000
Vehicles															$ -
Land Purchases															$ -
Improvements $ Alterations															$ -
Other Capital Outlay	Miscellaneous	$ 500	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 3,800
Total Capital Outlay		**$ 7,000**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 300**	**$ 10,300**
H. Other Expenditures															
Audit Expense	Paid by Authorizer														$ -
Dues & Fees															$ -
Judgements															$ -
Debt Services	Began repayment of Charter School Advance							$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474	$ 4,474		$ 26,844
Travel Expense/Mileage		$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150	$ 150		$ 1,800
Reimbursement															$ -
Field Trips			$ 1,000				$ 1,000			$ 1,000		$ 1,000			$ 4,000
Payment to an EMO	ESP under contracted services														$ -
BSU Administrative Fee		$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119	$ 2,119		$ 25,429
Total Other Expenditures		**$ 2,269**	**$ 3,269**	**$ 2,269**	**$ 2,269**	**$ 2,269**	**$ 3,269**	**$ 6,743**	**$ 6,743**	**$ 7,743**	**$ 6,743**	**$ 7,743**	**$ 6,743**		**$ 58,073**
TOTAL EXPENDITURES		**$ 90,493**	**$ 78,631**	**$ 82,702**	**$ 92,359**	**$ 83,214**	**$ 82,977**	**$ 95,706**	**$ 88,156**	**$ 89,451**	**$ 92,681**	**$ 88,426**	**$ 74,078**		**#######**
REMAINING CASH BALANCE (DEFICIT)		**$ 53,048**	**$ 59,821**	**$ 97,574**	**$ 93,668**	**$ 96,308**	**$ 132,735**	**$ 122,826**	**$ 132,468**	**$ 128,814**	**$ 121,931**	**$ 119,302**	**$ 125,172**		

BSU Office of Charter Schools
Proposal
Budget Schedule D

Budget Summaries - Cash Basis

Template 18-d
Budget Worksheets

	School Name: Otwell Miller Academy		
	Pre-operational (From Schedule A)	**First Fiscal Year (From Schedule B)**	**Second Fiscal Year (From Schedule C)**
Dates Covered	Aproval - June 30, 2016	**7/1/2016 - 6/30/2017**	**7/1/2017 - 6/30/2018**
Projected Enrollment		**130**	**140**
Minimum enrollment for financial viability		**110**	**120**
CARRY OVER		**$188,750**	**$ 64,938**
I. CASH IN (INCOME):			
Donations/Gifts		$ -	$ -
Food Service		$ 36,400	$ 36,400
Investment Earnings		$ -	$ -
Charter School Advance Program	$ 500,000	$ -	$ -
Other Grants		$ 41,200	$ 84,460
State Grants		$ 65,000	$ 70,000
State Tuition Support		$ 767,256	$ 847,645
Transportation		$ -	$ -
Other (Please Describe)		$ 25,000	$ 25,000
Other (Student Fees)		$ 10,400	$ 10,400
Small Rural School Grant			$ 12,000
TOTAL CASH IN (INCOME):	$ 500,000	$ 945,256	######
II. EXPENDITURES:			
A. Employee Salaries			
Director/Principal		$ 70,000	$ 71,400
Assistant Principal		$ -	$ -
Other Administration - Business Manager		$ -	$ -
Classroom Assistants		$ 65,000	$ 73,667
Clerical		$ 22,000	$ 22,440
Consultants		$ -	$ -
Librarians		$ -	$ -
Overtime Expense		$ -	$ -
Social Workers		$ -	$ -
Substitute Teachers		$ 2,145	$ 2,145
Teachers		$ 272,708	$ 302,954
Technicians		$ 15,000	$ 15,300
Temporary Salaries		$ -	$ -
Other Human Resource Expense		$ 35,000	$ 35,700
Total Employee Salaries	0	$ 481,853	$ 528,160
B. Employee Benefits			
Group Dental Insurance		$ 11,781	$ 13,109
Group Health Insurance		$ 44,110	$ 52,932
Group Life Insurance		$ -	$ -
Long-Term Disability Insurance		$ 1,600	$ 1,600
Public Employee Retirement		$ 7,560	$ 7,711

Social Security & Medicare		$ 36,862	$ 40,404
Teacher Retirement		$ 35,984	$ 39,307
Unemployment Compensation		$ 3,000	$ 2,000
Workers Compensation		$ 1,600	$ 1,600
Other Employee Benefits		$ -	$ -
Total Employee Benefits		$ 142,497	$ 158,664
C. Rental of Facilities & Utilities			
Electricity		$ 24,800	$ 25,420
Gas, Oil, or Steam Heat		$ -	$ -
Grass and Tree Services		$ -	$ -
Internet Access		$ 9,000	$ 9,225
Mortgage		$ -	$ -
Rent		$ 72,000	$ 72,000
Repair & Maintenance Services		$ 2,400	$ 2,460
Telephone Long Distance		$ -	$ -
Trash Removal		$ 1,200	$ 1,230
Utilities		$ -	$ -
Water & Sewer		$ 2,160	$ 2,214
Other Facilities & Utilities Exepnse		$ 1,440	$ 1,476
Total Rent and Utilities	**$ -**	$ 113,000	$ 114,025
D. Insurance			
Board Errors and Omissions		$ 3,000	$ 3,000
General Liability Insurance		$ 4,000	$ 4,000
Health Insurance		$ -	
Property & Casualty Insurance		$ 1,800	$ 1,800
Property & Inland Marine		$ -	
Theft Insurance		$ -	
Treasurer Bonds		$ 350	$ 350
Umbrella/excess Liability		$ 3,200	$ 3,200
Vehicle Insurance		$ 800	$ 800
Worker's Compensation Insurance		$ 1,200	$ 1,200
Other Insurance Expense		$ -	
Total Insurance		$ 14,350	$ 14,350
E. Service Contracts			
Accounting & Payroll Services	$ 11,000	$ 26,400	$ 26,400
Consulting Services	$ 11,000	$ 13,250	$ 9,000
Data Processing Services		$ 12,000	$ 10,250
Equipment Rental & Lease		$ -	$ -
Food Service Contract		$ 52,000	$ 52,000
Legal Services	$ 5,000	$ 1,000	$ 1,000
Professional & Technical Services		$ 21,000	$ 21,000
Pupil Transportation Contract		$ -	$ -
Security Services		$ -	$ -
Staff Development		$ 13,500	$ 6,000
Other Service Contracts		$ 14,400	$ 14,400
Total Service Contracts	$ 27,000	$ 153,550	$ 140,050
F. Supplies & Materials			

Advertising	$ 12,000	$ -	$ 2,000
Computer Software		$ 6,000	$ 2,000
Custodial Supplies		$ 2,000	$ 1,250
Instructional Supplies		$ 19,800	$ 3,000
Library Books		$ 2,000	$ -
Office Supplies & Expense		$ 5,000	$ 1,000
Postage		$ 1,200	$ 1,300
Printing	$ 10,000	$ 2,400	$ 2,700
Subscriptions	$ 5,000	$ -	$ -
Testing & Evaluation Supplies		$ -	$ 500
Textbooks		$ 10,000	$ 750
Other Supplies & Materials	$ 15,000	$ 9,500	$ 750
Total Supplies & Materials	$ 42,000	$ 57,900	$ 15,250
G. Capital Outlay			
Computer Hardware	$ 44,000	$ 40,000	$ 2,000
Computer Software	$ 5,000	$ 16,000	$ 3,000
Office Furniture & Equipment	$ -	$ 3,000	$ 500
Instructional Furniture & Equipment	$ -	$ 18,000	$ 1,000
Vehicles		$ -	$ -
Land Purchases		$ -	$ -
Improvements & Alterations		$ -	$ -
Other Capital Outlay	$ 193,250	$ 1,100	$ 3,800
Total Capital Outlay	$ 242,250	$ 78,100	$ 10,300
H. Other Expenditures			
Audit Expense			
Dues & Fees			
Judgements			
Debt Services		$ -	$ 26,844
Travel Expense/Mileage		$ 1,800	$ 1,800
Reimbursement		$ -	$ -
Field Trips		$ 3,000	$ 4,000
Payment to an EMO		$ -	$ -
BSU Administrative Fee		$ 23,018	$ 25,429
Total Other Expenditures		$ 27,818	$ 58,073
TOTAL EXPENDITURES	$ 311,250	#######	######
REMAINING CASH BALANCE (DEFICIT)	$ 188,750	$ 64,938	$ 125,172

ASSUMPTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Enrollment	130	140	150	160	160
Foundation Amount	$ 5,088	$ 5,241	$ 5,398	$ 5,571	$ 5,738
Estimated % TANF, FS	0.23	0.23	0.23	0.23	0.23
Complexity Amount	$ 3,539	$ 3,539	$ 3,539	$ 3,539	$ 3,539

	Number	$ Per Studen	Total		
Severe Disabilities	4	$ 8,800	$ 35,200		
Mild and Moderate Disabilities	14	$ 2,300	$ 32,200		
Communication Disorders	30	$ 500	$ 15,000		

CALCULATIONS					
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Foundation Funding	661,440	$ 733,690	$ 809,679	$ 891,295	$ 918,033
Complexity Grant	105,816	$ 113,956	$ 122,096	$ 130,235	$ 130,235
Complexity Grant / Student	814	814	814	814	814
Total Foundation and Complexity (Basic Tuition Support	767,256	847,645	931,774	1,021,530	1,048,269
Basic Tuition Support / Student	5,902	6,055	6,212	6,385	6,552
Special Education (State)	82,400	$ 82,400	$ 82,400	$ 82,400	$ 82,400
Charter School Grant Program ($500 per student)	65,000	70,000	75,000	80,000	80,000
Instructional Materials fees (at $100/student) 90% colle	10,400	11,200	12,000	12,800	12,800

STAFFING

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Principal / Director	$ 70,000	$ 71,400	$ 72,828	$ 74,285	$ 75,770
Kindergarten	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Grade 1	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Grade 2	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Grade 3	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Grade 4	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Grade 5	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003

Special Education Teacher	$ 42,500	$ 43,350	$ 44,217	$ 45,101	$ 46,003
Music / Art / PE Support staff	$ 15,000	$ 15,300	$ 15,606	$ 15,918	$ 16,236
Teacher Aide	$ 15,000	$ 15,300	$ 15,606	$ 15,918	$ 16,236
Teacher Aide	$ 15,000	$ 15,300	$ 15,606	$ 15,918	$ 16,236
Teacher Aide					
Teacher Aide (Special Education)	$ 20,000	$ 20,400	$ 20,808	$ 21,224	$ 21,649
Tech Support (.5)	$ 15,000	$ 15,300	$ 15,606	$ 15,918	$ 16,236
Administrative Assistant	$ 22,000	$ 22,440	$ 22,889	$ 23,347	$ 23,814
Nurse					
Custodian - right now it's cleaning services under contra	1200/month				
Cafeteria Staff	$ 35,000				

Facilities Expenses

Building Lease	186,750	72,000	72,000	72,000
Building Repairs & Upkeep		10,000	10,000	10,000
Electricity	6,500	60,000	61,800	63,654
Water/Sewage		3,000	3,090	3,183
Telecommunications		2,500	2,575	2,652
Fire Safety		1,200	1,236	1,273
Pest Control		1,000	1,030	1,061
Maintenance Supplies		3,600	3,600	3,600
Facilities Staff		26,430	26,826	27,229
Facilities Staff Benefits		7,929	8,048	8,169

	Monthly	Plus Accrued Interest
Amortized Payment of Charter School Loan	$ 4,380	$ 4,474