

V. Application Submission Document to Establish a BSU Charter School



**Office of Charter Schools
Ball State University
Teachers College 910
Muncie, IN 47306
*<http://www.bsu.edu/teachers/charter>***

A. Information Sheet

1. School Information

Proposed Name of Charter School York Academy of Discovery
Proposed Location (School District) Clarksville Community School Corporation Clarksville,
Indiana

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	K – 5	250
Year 2	K – 5	250
Year 3	K - 5	250
Year 4	K - 5	250
Year 5	K - 5	250

Desired School Opening _____ Date
August 2012

2. Proposed Affiliations

Educational Management Organization (if any) **NO EMO/NOT APPLICABLE**
Public Contact Info (Name & Phone #) _____

3. Lead Applicant Contact Information

Lead Applicant Name **Rebecca Kischnick**
Mailing Address **4127 Autumn Drive**
City **New Albany, IN** Zip Code **47150**
E-Mail Address **bkischnick@att.net**
Primary Phone # **812 949-9014**
Secondary Phone # **502 797-7406**
Lead Applicant Media Contact Phone # **812 949-9014**
Signature **Rebecca Kischnick**

Submit Completed Proposal to:

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

B. Application Summary

1. Charter School Name

York Academy of Discovery

2. Charter School Location

628-634 Eastern Boulevard Clarksville, IN 47129

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

Not Applicable

non profit or for
profit

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

Boys & Girls Club

The Hispanic Connection

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K - 5	250
Year 5	2016 - 2017	K - 5 Possible Early Childhood Program	250

7. Applicant(s)

Name	Bio
Rebecca Kischnick	*Educator (over 20 years experience in elementary public & private schools – 10 years as a principal in a public school) Also served as a training specialist for 4-C (Community Coordinated Childcare in Louisville, Kentucky), Masters +30
Sherry Baldwin	Educator – over 40 years as an elementary teacher in public schools, now retired, Masters +30
Charles Reinbold	Educator – 38 years as a teacher in junior high & high school public schools, athletic director, coach, attendance officer, & alternative education supervisor, Masters Degree
Mike Johnson	CPA, MBA, Realtor, Teacher of Accounting & Business – Ivy Tech, Controller, Audit Manager

8. Proposed Board of Trustees

	Bio
Sherry Baldwin	Educator – over 40 years as an elementary

	teacher in public schools, now retired, Masters +30
Charles Reinbold	Educator – 38 years as a teacher in junior high & high school public schools, athletic director, coach, attendance officer, & alternative education supervisor – retired, Director of USSA, Masters Degree
Mike Johnson	CPA, MBA, Realtor, Teacher of Accounting & Business – Ivy Tech, Controller, Audit Manager
Rick Madden Greg Fiztloff	Stock broker, retired President – Southern Indiana Chamber of Commerce, now retired

9. **Overview of the Proposed Program**

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

Preliminary Information

1. Community Support and Demand

a. District Support:

Community Support and Demand

District Support

On July 1, 2011, York Academy met with Ann Schnepf, the Director of Special Populations for both Clarksville and Jeffersonville. The Special Education Cooperative will provide York Academy with psychological services for payment. The cooperative will provide York with any necessary forms and/or paperwork that may be necessary for special education. Ann gave prices for various services. Ann Schnepf and the cooperative will be a valuable resource for York Academy.

Supporting Evidence of cooperative: prices presented by Ann Schnepf: forms – free, psychological services (testing) - \$625, three year re-eval - \$390, \$80 an hour to sit in on conference, \$60 an hour for speech, \$60 an hour for OT & PT, \$80 an hour for vision... You may contact Ann Schnepf at Greater Clark County Schools, 283-0701 or by e-mail (aschnepf@gcs.k12.in.us).

On July 13, 2011, York Academy met with Dr. Stephen Daeschner from Greater Clark County Schools. Dr. Daeschner was kind enough to meet with us for approximately one hour of very good discussion. Dr. Daeschner thought there should be a level playing field for charters and public schools. He expressed concern about accountability, test scores, minorities, audits for special education, and the way money is distributed. Dr. Daeschner felt that there were some discrepancies between these things in a charter school and how they operate in a public school. We also discussed school governance where Dr. Daeschner believes there is a major difference between public schools and charters. We did ask Dr. Daeschner's viewpoints on governance and had good lengthy discussion about this topic. We asked about fiscal impact on Greater Clark Schools if our charter began operation. Dr. Daeschner said he really didn't know – it could possibly impact enrollment and money. We went on to discuss working relationships between our charter and Greater Clark. Dr. Daeschner said he didn't think there would be a working relationship except for maybe playing sports with each other and maybe with isolated students where a student from Greater Clark might be better served by a charter (although he also doesn't like to think that way).

It should be noted that Dr. Daeschner attended a presentation on the type of school that we are proposing, but it was not going to be a charter at that point. Dr. Daeschner met with the staff on a couple of occasions to provide feedback. The

school being proposed was not initiated through Greater Clark Schools due to reassignment of the principal. Supportive evidence – his name is on the sign-in sheet for the community presentation.

On June 22, 2011, York Academy called Clarksville Community Schools and asked to set up an appointment to meet with Dr. Knott. The secretary took the message and said that Dr. Knott would be returning our phone call. York Academy never received a return phone call from Dr. Knott. Our phone number and e-mail address were both left with the secretary. On July 15, 2011, we again tried to contact Dr. Knott. A message was left on her voice mail. She did not return the phone call.

York Academy feels that we will have enough support to move forward. The Clarksville Community needs a community school that will provide teachers and students with an excellent learning environment. Clarksville Community Schools have been struggling. Recent newspaper articles have referred to their money problems and internal staff discontent. Supporting Evidence from the News and Tribune, July 5, 2011 – Clarksville Teachers Speak Out Against Administration: “Dixon Romney, president of the Clarksville Education Association said he gave a presentation to the Clarksville school board at its June 14 meeting to address some of the problems teachers have had with the administration. ... It doesn’t feel like family, not anymore, Romney said. I know that board members know that. I know that there’s been a loss of confidence because I’ve been standing there when teachers have talked to them; I’ve been present when others have talked to them about their concerns... Stephanie Niemi, who taught at Clarksville for 15 years, said she thought Romney’s characterization of how teachers feel was accurate. Niemi said she knows a lot of teachers who feel they can’t approach building or corporation administrators with questions without some kind of retribution. ‘They’ll be yelled at or ignored,’ Niemi said. ‘It all goes back to my statement that they don’t like us asking questions. As teachers, we want to make sure we’re doing what is expected of us. I think a lot of us feel that we can’t ask questions...’ Teachers bring their concerns to the superintendent before they go the board. Romney said he feels like a lot of communications get terminated before they reach the board”. Other supporting evidence: Clarksville Community Schools closed one of their elementary schools due to lack of money and also laid off teachers. George Rogers Clark was a community school.

Due to the above, we believe that a charter would not be welcomed by the school corporation superintendent. Further evidence involves vacant buildings. Both Greater Clark and Clarksville Community Schools have made it almost impossible for a charter school to make use of their vacant buildings.

There are two other charter schools in the area. Montessori is in New Albany. Rock Creek is in Sellersburg. Having three charter schools in the area could provide a

strong support system. York Academy has met with the Director of Montessori. Barbara has been very helpful and supportive. We did receive a letter of support from the superintendent of North Harrison Community School Corporation, Eddie Pittman.

The greatest opportunity will come from the Special Education Cooperative. This will help greatly with providing special needs services. The major obstacle is the superintendent of Clarksville Community Schools.

Two quick strategies that York will implement for establishing and maintaining an ongoing relationship with area schools:

1. Meet with other charter schools in the area. During the fifth grade year, the other charter schools in our area will be invited to speak with York parents about their schools since we will not be providing middle and high school services.
2. York Academy will invite area public schools to speak with York parents about their schools during the fifth grade year. Students may elect to attend the local public middle schools after their fifth grade year.

In order to gain sufficient support to be viable, we are going to have to go through the community, families, nearby charter schools, and local organizations. We believe that York Academy of Discovery can give back a community school to Clarksville families. York Academy will also provide a different educational experience than Clarksville Community Schools. York Academy will also reach out to minority populations especially African Americans and Hispanic families.

b. Community Support:

Community Support

During the summer of 2010, York Academy met with area churches and community organizations. The churches especially have provided us with great feedback and encouragement of our educational program. People have expressed their interest in the arts program, Socratic Seminars, sports, foreign language, and the academic rigor of our proposed program. Community organizations have been impressed with the offerings of York Academy of Discovery, but have been reluctant to give their full support of our program due to a couple of reasons. One being that our proposal has not yet been approved by Ball State. Some organizations will be willing to work with us as the charter is closer to being a reality. Other organizations have stated that they would rather not be involved due to their support of public education and local school districts. Though we tried to explain that charter schools are public schools and that the charter would provide a choice

for families in the type of education they would desire for their children, some organizations felt allegiance to the local school districts and did not wish to support a charter school. It is our belief that once we begin, and the community sees the great work being done with children, that this will help change some opinions. We do realize that we will never receive 100% support; we would like to educate the community about the value of charter schools and our school in particular. We have provided letters of support.

We have two organizations that have agreed to support us as partners: The Hispanic Connection and The Boys & Girls Club. Once we have gained approval from Ball State, we will seek more community partners. We would be the first school in the area to be started completely from charter status. Montessori and Rock Creek were both schools before they adopted charter status. We are eager to show the community that we can provide an excellent choice for families. We would love to paint a picture of incredible community support. We realize that there is much work ahead of us. We will work hard to gain the trust and support of the community.

Explicit Support: York Academy visited the following churches and discussed the charter school with the pastor and in some cases with other church staff. During the summer of 2010 the following churches were visited: St. Stephens in Jeffersonville, Gilt Edge Baptist Church in Jeffersonville, Colgate Baptist in Clarksville, Grace Lutheran in New Albany, and Indiana Avenue Missionary Baptist Church.

St. Stephens – The pastor of St. Stephens helped us to name our school. It was his idea to use either York Academy or the Corp of Discovery. We decided to put the two names together and came up with York Academy of Discovery based on the Lewis & Clark expedition, the slave – York, and the discovery team.

Gilt Edge – Rev. Motley was very interested in our school and loved the idea of the arts. We met his mother who was good friends with Marva Collins. We had a very rich discussion about schools.

Colgate Baptist – Colgate would love to have their community school back. They are very supportive and would be willing to help in many ways if we get a school in old Clarksville. They are willing to allow us to use their church buses.

Indiana Avenue – Rev. Simpson was very interested in our school as they were thinking of starting their own charter school. Rev. Simpson talked with us about what they desired in a school. He introduced us to the Freedom School team that we went back and observed and attended their closing ceremony.

Grace Lutheran – Rev. Kischnick has allowed us to use their copying machine and their facilities to work on the charter. Rev. Kischnick allowed us to distribute a survey to people in the congregation.

See the proposal summary for further details about our visits with the churches.

Boys & Girls Club –During the summer of 2010 and later in 2011 we met with the Boys & Girls Club staff & Jennifer Hegelson, the new director. Ms. Hegelson has agreed to have the Boys & Girls Club provide after school care to our students. Our families would be charged \$15 per YEAR. Care would be provided until 7:00 and would include a meal. York would have to provide transportation to the Boys & Girls club. Other ideas were discussed that would create a powerful partnership, but Ms. Hegelson would like to see if we get our charter first before making other commitments. A letter of support is provided.

The Hispanic Connection – They have agreed to work with us in meeting the needs of Hispanic families. They do considerable work in all areas with the Hispanic community providing interpreters, legal help, social services... This will be a huge asset in reaching the Hispanic population. A letter of support is provided.

Mayor Tom Galligan of Jeffersonville – During the summer of 2010, we called to meet with Mr. Galligan as he was very supportive of our school idea when it was presented as a “public” school at Wilson Elementary. When Wilson did not happen, and the decision was made to develop a charter, Mr. Galligan would not speak with us. His secretary reported that Mayor Galligan said, “He was not interested.” When asked if he had suggestions, the secretary said that Mr. Galligan said, “Try New Albany – they take charters there.”

Communities in Schools – During the summer of 2010, we met with Cathy Graninger and Michelle Bemiss to discuss partnering with York. Communities in Schools have provided services to public schools in Jeffersonville and Clarksville both public and private. Ms. Graninger spoke about their board which included administrative staff from Greater Clark Schools. She wasn’t sure how they would feel about a charter. York informed Ms. Graninger that York would be willing to meet with their board. Ms. Graninger indicated that if we were chartered there was a possibility they could work with us. We did not hear back from Ms. Graninger about meeting with the board. Once we are chartered by Ball State, York will go back to Communities in Schools and seek a partnership with them.

YMCA – During the summer of 2010, we visited Mr. Joe LaRocca from the YMCA to seek a partnership. Mr. LaRocca was very interested in our plan, but was hesitant due to Greater Clark County Schools. The YMCA had partnered with the YMCA in previous years (providing before and after school care at several Greater Clark schools). Greater Clark Schools did not renew the contract for the upcoming school year. Mr. LaRocca expressed that they were still hoping to get a contract for the 2011 school year and did not want to jeopardize that possibility by partnering with a charter. Since Greater Clark did not renew the YMCA contract again this year, this may still be a possibility once we receive an actual charter.

Local Libraries – During September of 2010, we asked the Jeffersonville Public

Library and the Clarksville Public Library if we could leave surveys at their sites. Both libraries refused stating that they supported public schools and were not willing to provide any information about charters.

NAACP – During the summer of 2010, York contacted the NAACP for support of the charter school. The secretary reported that the NAACP would not meet with us. The secretary then gave us a church to contact that might be willing to help.

Local Day Cares – York was able to leave surveys at several local day cares. The day care centers were excited about the possibility of a charter for their families. We did not get any return surveys. The day care centers said that they felt parents were interested and took the surveys, but parents are very busy working and taking care of their kids in the evenings.

Community Foundation of Southern Indiana – York met with Linda Speed and opened an account to be able to collect funds and donations from individuals. York has met with area builders and designers to discuss property and buildings for York Academy. We have met with Mr. Alan Muncy of Jeffersonville and Mr. Lopp of New Albany.

In November of 2010, York met with Purdue Cooperative Extension in New Albany to ask about help with our business plan. They would have liked to help but the main Purdue campus said that was not possible due to Purdue's help being a non-profit and our charter being a non-profit. They were not allowed to help non-profits.

During the summer of 2010, York met with the Dean of Education from IUS, initially to sponsor us as a charter. She contacted the main IU campus which declined. The dean did say that they would be willing to help in other areas.

During the summer of 2010, York attempted to contact the Retired Business Association. We played phone tag for months and were never able to make contact. During September of 2010, York Academy held a luncheon with some community people to present the charter and to gain feedback. Present were Mike Johnson, local realtor, David Fleming from a consulting group, Jack Womack from the Board of Montessori Charter, three IUS professors (one that oversees the Transition to Teach Program, one a technology professor, another with the foreign language department), Rev. Bruce Kischnick, Steve Brewer a CPA, Karen and Charlie Reinbold. From this meeting – David Fleming became our initial fundraiser, Steve Brewer worked on our 501c3, York is still in contact with IUS who supports our project, Mike Johnson and Charlie Reinbold became a part of our organizing team. Freedom School – During the summer of 2010, York visited the summer Freedom School Program. We loved this program and would consider having a program like this during the summer for students if we could get funding.

Quick Strategies:

1. York Academy will select some board members from the local community.
2. York will solicit community volunteers to help in the school.
3. It is the desire of York Academy to seek the help of community volunteers in the area of health and wellness and social service organizations that deal with diverse issues.

York Academy will receive training from the National Paideia Center. Essential Elements of a Paideia school as stated by the National Paideia Center are: The school is the center of a larger learning community & Community members participate in teaching and learning.

c. Student Demand:

Student Demand

Essential questions for Needs Assessment:

What are the beliefs of the public elementary school?

What are the demographics of the public elementary school?

What are the ISTEP results for the public elementary school?

What is the average class size of the public elementary school?

What is the attendance rate for the public elementary school?

What is the suspension and expulsion rate for the public elementary school?

What financial information can be obtained about the local school corporation?

What free and reduced lunch data can be obtained about the local public school?

What ESL information can be found with the public elementary school?

What is the per pupil expenditure?

What is the grade span for the elementary school?

What is the per grade level enrollment for the public elementary school?

What are the instructional hours?

What is the teacher data for the public elementary school?

What does the US Census data show about Clark County?

What children are in need from Clark County?

What do parents and students desire in a school?

What other facts might be necessary for the establishment of our charter school?

Data Statements that Address the Essential Questions

According to the Clarksville Elementary website, Clarksville Elementary holds the following beliefs: "Students learn best when they are actively engaged in the learning process. Students learn best when our staff maintains high expectations for learning and provides all children an opportunity to learn. Motivation to learn is influenced by a student's emotional and physical state, beliefs, interests, goals and

habits of thinking. Teachers, administrators, parents and the community share the responsibility for helping students learn. Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance. A safe and physically comfortable environment promotes student learning.”

According to the Clarksville Elementary website, Clarksville Elementary enrolls students in grades pre-school through 4th grade.

According to the Clarksville Elementary website, the school has about 470 students.

According to the Clarksville Elementary website, the following opportunities are provided for students: physical education, music and art.

According to the Clarksville Elementary website, the school has two ESL aides and two speech pathologists.

According to the Clarksville Elementary website, the following items are important: mastery of state standards, developing positive relationships between students and students – students and staff, involving parents.

According to the Clarksville Elementary website, the school was named an Exemplary School by the DOE in May of 2006.

According to the DOE, student enrollment for George Rogers Clark Elementary School in Clarksville was: 2007-08 – 200, 2008-09 – 246, 2009-10 – 254.

According to the DOE, student enrollment for Clarksville Elementary School was: 2007-08 – 384, 2008-09 – 323, 2009-10 – 366.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of third grade students passing ISTEP Math: 2007-08 – 69%, 2008-09 – 61%, 2009-10 – 47%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of third grade students pass ISTEP Language Arts: 2007-08 – 79%, 2008-09 – 61%, 2009-10 – 61%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of fourth grade students pass ISTEP Math: 2007-08 – 76%, 2008-09 – 71%, 2009-2010 – 78%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of fourth grade students pass ISTEP Language Arts: 2007-08 – 74%, 2008-09 – 61%, 2009-10: 64%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of fifth grade students pass ISTEP Math: 2007-08 – 84%, 2008-09 – 68%, 2009-10 – 84%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of fifth grade students pass ISTEP Language arts: 2007-08 – 77%, 2008-09 – 70%, 2009-10 – 72%.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following percentages of fifth grade students pass the ISTEP Science: 2007-08 – 71%, 2008-09 – 57%, 2009-10 – 67%.

According to the DOE, Clarksville Elementary School had the following percentages of third grade students pass the ISTEP Math: 2007-08 – 78%, 2008-09 – 76%, 2009-10 – 84%.

According to the DOE, Clarksville Elementary School had the following percentages of third grade students pass ISTEP Language Arts: 2007-08 – 82%, 2008-09 – 76%, 2009-10 – 79%.

According to the DOE, Clarksville Elementary School had the following percentages of fourth grade students pass ISTEP Math: 2007-08 – 82%, 2007-08 – 81%, and 2009-10 – 73%.

According to the DOE, Clarksville Elementary School had the following percentages of fourth grade students pass ISTEP Language arts: 2007-08 – 75%, 2008-09 – 75%, 2009-10 – 73%.

According to the DOE, Clarksville Elementary School had the following percentages of fifth grade students pass ISTEP Math: 2007-08 – 78%, 2008-09 – 83%, 2009-10 – 79%.

According to the DOE, Clarksville Elementary School had the following percentages of fifth grade students pass ISTEP Language arts: 2007-08 – 72%, 2008-09 – 67%, 2009-10 – 61%.

According to the DOE, Clarksville Elementary school had the following percentages of fifth grade students pass ISTEP Science: 2007-08 – 64%, 2008-09 – 63%, 2009-10 – 69%.

According to the DOE, Parkwood Elementary in Clarksville had the following sub-group scores for 2009-10 on ISTEP: Blacks –64.3% ELA 67.9% Math, Hispanic 69.9% ELA 53.1% Math, Multi-racial – 81% ELA 61.9% Math, White – 86.3% ELA 78.2% Math.

According to the DOE, Parkwood Elementary in Clarksville had the following passing sub-group scores for 2008-09 on ISTEP: Blacks – 57.3% ELA 31.6% Math, Hispanic- 46.9% ELA 48.5% Math, Multi-racial – 66.7% ELA 47.6% Math, White – 76.6% ELA 66.4% Math.

According to the Courier Journal – July 19, 2011 – article, Gaps persist on ISTEP in Foyd, Clark (Ethnic, financial divisions seen), in 2010 white students in Greater Clark had 67.3% passing ISTEP compared to 73.1% in 2011, Hispanics in 2010 – 52.7% with a 14.6% gap, Hispanics in 2011 – 61.8% passing with an 11.3% gap, and Blacks in 2010 – 45.7% passing with a 21.6% gap and in 2011 49.8% passing with a 23.3% gap. Fully paid students in Greater Clark in 2010 74.5% passing and in 2011 80.6%, Free or reduced students in Greater Clark in 2010 53.1% passing with a gap

of 21.4% and in 2011 59.4% passing with a gap of 21.2%.

According to the Courier Journal ISTEP Results presented on July 13, 2011 listed the following **rankings** based on ISTEP scores 2010-2011: Passing Both Greater Clark 210, Clarksville 263, Passing ELA Greater Clark 194, Clarksville 272, Passing Math Greater Clark 229, Clarksville 236.

According to the DOE, George Rogers Clark Elementary in Clarksville had the following average class sizes: 2007-08 – 13, 2008-09 – 17, 2009-10 – 18.

According to the DOE, Clarksville Elementary School had the following average class sizes: 2007-08 – 15, 2008-09 – 16, 2009-10 – 19.

According to the DOE, George Rogers Clark had the following attendance rates: 2007-08 – 95.8%, 2008-09 – 96%, 2009-10 – 96.2%.

According to the DOE, Clarksville Elementary had the following attendance rates: 2007-08 – 96.2%, 2008-09 – 95.7%, 2009-10 – 96.1%.

According to the DOE, George Rogers Clark had the following number of students with more than 10 unexcused days absent: 2007-08 – 0, 2008-09 – 11, 2009-10 – 10.

According to the DOE, Clarksville Elementary School had the following number of students with more than 10 unexcused days absent: 2007-08 – 0, 2008-09 – 0, 2009-10 – 3.

According to the DOE, Clarksville Elementary had 67 suspensions in 2007-08 with 14 of those being out of school suspensions.

According to information provided by Ann Schnepf, Director of Special Populations with Greater Clark Schools, Parkwood Elementary during the 2009-10 school year had 17 out of school suspensions and 3 in school suspension.

According to the DOE, free lunch count for Clarksville Elementary School: free – 103 (32%), reduced – 47 for 2008-09, 2007-08 year = 147 (38%), reduced 43.

According to the DOE, Clarksville Elementary had 21 ESL students – not fluent and 22 Language Minority students.

According to the DOE, per pupil expenditure for the year 2006-07 was \$739.

According to the DOE enrollment per grade level for Clarksville Elementary School for 2008-09: Grade K – 35, first grade - 57, 2nd grade – 48, 3rd grade – 68, 4th grade – 59, 5th grade – 47 (Asian students – 2, Black – 7, Hispanic – 11, Indian – 3, Multi-racial – 29, white – 271).

According to the DOE in 2010 Parkwood Elementary School in Clarksville had 499 students: 1 Indian, 1 Asian, 43 Black, 154 Hispanic, 44 multi-racial, 256 white, 350 free lunch and 51 reduced lunch.

According to the DOE, Clarksville School Corporation for the year 2009-10 was on academic probation: 2008-09 – watch, 2007-08 – watch, 2006-07 – watch, 2005-06 – watch.

According to the DOE, Clarksville School Corporation had a performance improvement of -0.5.

According to US Census Bureau 2000 for Clark County: 6393 Black, Indian – 247, Asian – 569, Pacific Islander – 41, Other Race – 763, Multi-racial – 1349, Hispanic – 1799, White – 87,110.

According to New Hope Services (www.newhopeseervices.org) for the year 2008 for Clark County: Number of children under 18 = 25,356, Children in poverty – 15.4%, Rate of Child Abuse & Neglect per 1000 = 24.2, Infant deaths = 10, Substantiated Cases of Neglect/Abuse = 373, Sexual Abuse = 55.

According to New Hope Services – “The Great Depression of 2007-09 severely impacted Southern Indiana Children and families who were already economically fragile. Consequently, the plight of many of our children deteriorated even further.” According to the US Department of Health & Human Services, 17.5% of children 6-11 were overweight in 2001-04.

According to a January 13, 2010 USA Today Article 32% of children under 17 are overweight with an astounding 17% classified as obese.

The American Heart Association recommends that children get 60 minutes of moderate to vigorous physical activity daily.

During the winter-spring of 2010, the parents and students of Wilson Elementary in Jeffersonville were polled to obtain view points on educational changes. Both parents and students were overwhelmingly supportive of the initiatives of York Academy. See the Proposal Summary for the exact statistics.

See Paideia attachments for Paideia statistics.

According to United Press International, sports minimize aggressive behaviors in boys. “Low-income children who engaged in a 24-week after-school sports program had improved self-observation, problem solving abilities and delayed gratification that reduced their involvement in incidences of aggression, compared with a control group who did not have the intervention, Israeli researchers said. The program was more effective for boys than girls, according to the study presented at the Tel Aviv University’s Renata Adler Memorial Research Center for Child Welfare and Protection Conference.”

“Long term teacher/student relationships improve... student performance.”

(George, 1987) Standardized test scores have gone up since the school opened six years ago. While these results can’t be linked to one particular program, certainly program consistency is one contributing factor – Joe Belmonte, principal, in Multi-Year Education: Reaping the Benefits of Looping. (Checkley, 1995b)."

“Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years. (Hanson, 1995) After being together for two years, some of the kids I didn’t know as well, or get along with as well, I get along

with better now than I did before. – Jason, an 8th grader (Grant, et al., 1996).
“Long term relationships result in an emotional and intellectual climate that encourages thinking, risk taking, and involvement. (Marzano, 1992; Zahorik/Dichanz, 1994). The students have learned to take risks because they trust each other. – April Schilb, teacher (Checkley, 1995).”

“English language learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language. (Haslinger, Kelly & O’Lare, 1996). They (the students) begin to share stories and customs from their countries, resulting in global understanding and respect among all the students. (Haslinger, Kelly & O’Lare, 1996).”

“Looping encourages a stronger sense of community and family among parents, students, and teachers. (Checkley, 1995). It’s a big school, and having the same parents for two years makes it easier to think of the school as a neighborhood school, because you get to know the families that much more. – Phyllis Sission, teacher (Grant, et al., 1996).

According to eHow.com, What are the Benefits of Teaching Art in Schools by Bryan Cohen: The arts teaches a certain section of thinking that may not be adequately covered in other subjects. Some of these include reflection, self-criticism, visual-spatial abilities, and the willingness to learn from mistakes and experiment... Art is related to many different subjects and it can help to reinforce the knowledge of all those disciplines. Art is experimental like science... Mathematical concepts like linear perspective, symmetry, and spatial relationship are used in art. Art has connections to foreign languages as many of its terms come from German, Italian, French, and Latin. Many historical periods have been greatly influenced by the art created during that time. Art also connects to language arts, physical education, and technology.”

According to Wake Forest University News Releases, Foreign Language Study Important in Elementary School by Cheryl V. Walker (July 17, 2001), “Children should start learning a foreign language in kindergarten and continue through high school, says Wake Forest University Associate Professor of Education Mary Lynn Redmond. Learning languages helps increase listening ability, memory, creativity and critical thinking... In addition to developing thinking skills, foreign language study exposes children to other ways of looking at the world, she says... The work force has an increased demand for people who speak foreign languages at a sophisticated level. This is not limited to the corporate world. People are looking for mechanics, social workers and medical professionals too...”

From the statistics we have provided, York academy realizes that we will need to obtain a bus to transport students to our school. This will allow us to obtain the desired student population and the number of students necessary to support our

school. Statistics from George Rogers Clark and Parkwood Elementary Schools in Clarksville show a need for an increase in student achievement. None of the Clarksville public schools provide foreign languages. The Clarksville area schools do provide some of the arts and physical education, but not every day and not in the way that York Academy proposes. The character development provided by York should help with both in school and out of school suspensions. The Clarksville area would be desirable for a school site, especially since it recently lost one of its community schools. It is also in an area where we could attract African Americans, Hispanic families, and at-risk students. As stated by the DOE, Clarksville Elementary Schools average 5.42 hours of instruction per day. York Academy will provide approximately 7 hours of instruction per day. Clark County has students that are in need with 373 substantiated cases of neglect and abuse. Students in poverty and students with problems need a “rich” educational experience that will give them hope and motivate them to succeed. One of the major things we learned from our statistical study was the need for a “different” type of school to meet the needs of the area. For example there is a need for the arts, sports development, foreign language, and rigorous curriculum. We researched the importance of these additional items for instruction and found them to be necessary to children in need.

We have looked at all of the above statistics and have used them to guide our decisions. But also York Academy of Discovery hopes to instill in our students the idea that statistics should not be limiting. Our country was once built on ideas often not with lengthy study of statistics. The successful endeavors began as a dream and success was obtained by hard work, perseverance, and a desire to be the best. Through this statistical study we have found that what we anticipated was often correct. We also learned that people and situations will always fight new ideas, but often people who fight these new ideas know they are needed.

Given our mission we are likely to attract students that are interested in the arts, sports, and a rigorous curriculum that is different from the traditional public school offerings. With busing that provides selected drop-off and pick-up points, York Academy will be able to provide a diverse student body. Since the charter is a public school we should also be able to enroll students in financial need with the busing route.

We will get to know these students by holding public meetings in their areas and also by visiting churches and organizations. We believe that if we “build it – they will come.” When New Albany/Floyd County Schools announced that they would be eliminating the arts, parents stated that they would leave and attend other schools based on newspaper reports and face to face contacts. Our school will be offering curriculum that attracts students.

d. Proposal Opposition:

Proposal Opposition

The major barriers, at this point in time, are money and interpretation of the new laws. Public schools also face money problems and interpretations of new laws. Another barrier is people not understanding what charter schools are and that they are indeed public schools.

Public schools do not understand charter school operations and their impact on the public schools which creates fear. It is difficult to have close working relationships when you fear each other.

Public meetings and continued discussions with the public schools should help educate people about charter schools and their benefit to the community.

Continued outreach will be extremely important in helping to build the success of York Academy.

Hiring a fundraiser that will generate funds for the school would help with the money situation. The difficulty with beginning a charter school is the dependency cycle of getting a 501c3, a charter, and getting start-up money. It is almost impossible to begin a charter without start-up money.

Another barrier is the acquisition of a school building. The public schools have successfully found loopholes to keep empty buildings for themselves. The solution to this problem is that our charter must locate a building that is not an empty school corporation building. This takes funds which means York Academy would need a generous contributor.

During our studies we have read about claims that charter schools do not take special education students or minorities. Charter schools cannot deny an education to anyone. Also York Academy is targeting minorities and at-risk student populations.

We have also read about union concerns about charter schools. York Academy does not have any problem with teachers joining the union.

The article, Charter School Growth Slows as Opposition Intensifies – by George A. Clowes – School Reform News, December 2002, suggests the following: Keep your own counsel – Use pro-charter groups, Keep it flexible – minimize school bureaucracy, Keep the school small, Keep employees happy, and keep doing it your way.

2. Feedback from Constituents

Feedback from Constituents, Efforts to Inform the Community

We have done the following to inform the community about the proposed charter school:

1. Passed out brochures
2. Created a website
3. Created a Facebook page
4. Passed out surveys
5. Surveyed parents and students
6. Held public meetings
7. Met with some area churches
8. Met with some community organizations
9. Met with a local school district
10. Used the media – had two articles printed in area newspapers

York academy plans to continue with some of the above activities and to look at other avenues to raise awareness of our school.

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

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

3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Rebecca Kischnick	Educator (Principal &	School Leader

	Teacher) - Organizer	
Sherry Baldwin	Educator – Assistant Organizer	Board Member
Charles Reinbold	Educator – Media & Budget	Board Member
Mike Johnson	Realtor/CPA	Board Member
David Fleming	Paid Fundraiser	Possible Board Member

b. Founding Group Origin:

Founding Group Origin

The founding group began with the leadership of Becky Kischnick. Becky had an idea for a specific type of school that would motivate students to learn. Becky shared the idea with the staff of Wilson Elementary School, a public school in Jeffersonville. The staff began initial research for the school. Becky was then reassigned to the classroom and decided to implement the idea as a charter school. During the summer of 2010, Becky invited Sherry Baldwin to join her in this effort to develop a charter proposal. Becky and Sherry began making visits to community people and started writing the proposal. Becky and Sherry also looked for organizations and people who might be able to help with the charter school application process.

During September of 2010, Charlie joined the group to help with community outreach. Mike was the last to join – his job was to help locate a building and help with financial information. Last, David Fleming was brought on board as a contracted employee to raise funds for the charter development.

Becky Kischnick and Sherry Baldwin taught together in Greater Clark Schools. Sherry also served as a teacher while Becky was principal at Wilson Elementary. Charlie Reinbold knew Becky and Sherry from serving as a substitute at Wilson Elementary. Charlie's wife also worked at Wilson Elementary as an assistant. Mike Johnson was once a member of the same church as Becky Kischnick. Mike Johnson knew David Fleming and helped bring him into the charter process. None of the members of the founding group are related to each other.

The Organizing Group

The organizing group consists of Becky Kischnick, Sherry Baldwin, Charlie Reinbold, and Mike Johnson. Becky Kischnick taught in Lutheran schools in Royal Oak, Michigan and Evansville, Indiana. Becky also served as a training specialist for

Community Coordinated Child Care in Louisville, Kentucky. She served Greater Clark County public schools for 16 years – the last ten years were as a principal. Becky has a Bachelor's degree in Elementary Education with concentrations in psychology and sociology. She has a Master's degree in Early Childhood Education. Additional college credits were in the area of administration. Becky holds both a Teaching and Administrative License from the state of Indiana.

Sherry Baldwin has taught in Greater Clark Schools for 40 years. She has a Bachelor's and Master's Degree in Elementary Education. Sherry has served on building leadership teams, as a representative for the Greater Clark Union, member of the PL 221 committee, PTO representative, grade level leader, and mentor for new teachers.

Mike Johnson holds an MBA and is a Commercial Sales Broker Manager for Semonin Realtors of Southern Indiana. He is a CPA and former Audit Manager for Ernst & Young's Louisville, KY office. He is a life member of IUAA and member of IU Varsity Club for over 35 years. Johnson served for ten years on the Board of the Louisville/SoIND IUAA Chapter in the roles of Treasurer, Vice-President, and President. He is a graduate of the '98 class of Leadership Southern Indiana and Chaired the Education Day Committee. Johnson was an Adjunct faculty member for Indiana University Southeast's School of Business and was Chair of the Accounting & Business Management Programs for IVY Tech Community College's south central campus from 1989-1996. He served on the One Southern Indiana Chamber's Advisory Council for Small Business Development from 1999-2002.

Charles Reinbold has a BS & MS in Education from Indiana University. He served 38 years in education as a teacher all at Charlestown High School in Charlestown, IN. He served as athletic director for 15 years, coached basketball, track, and cross country. Reinbold also served as an attendance director and alternative education coordinator. He has been Director for United States Specialty Sports Association for 31 years.

Becky, Sherry, and Mike live in New Albany, Indiana. Charles lives in Jeffersonville. York Academy of Discovery hopes to draw students from Clark County and Floyd County.

Organizer Roles in the Ongoing Operation of the School

If the Board of Directors elects to do so, Becky Kischnick will become the administrator/director of York Academy of Discovery. Becky will oversee the operation of the school and will communicate with the board, staff, and community. Sherry Baldwin will also be involved in the school serving on the board. Charlie Reinbold may become a part of the board or be employed by the Academy depending on school needs and Charlie's qualifications. Mike Johnson may serve on the board.

Primary Purpose of the Organizer

The primary purpose of the organizers was to develop a proposal for a charter school and provide the community with an idea for a “different” educational experience and to give parents choice in selecting a public school. The purpose is to develop a proposal that would meet the needs of students in the 21st century. Currently Becky serves as a teacher for Greater Clark County Schools. Becky teaches second grade at Parkwood Elementary in Clarksville, Indiana. Upon approval of the charter and if Becky is selected as administrator, she will complete the current school year and take a leave of absence from Greater Clark schools. Sherry is a retired teacher. Charlie Reinbold is a retired teacher and continues to work for the United States Sports Specialty Association where he is the state director. Mike Johnson works for Semonin Realty where he is a sales broker and manager.

c. Proposal Development:

Proposal Development

- *Becky Kischnick came up with the idea for the type of school presented in the proposal – year 2008. Seeing the number of office referrals, students in stress, and unmotivated students, Becky dreamed of a school that would nurture children to academic success and provide an education that would develop well-rounded individuals.
- *Becky presented the idea to the Leadership Team of Wilson Elementary – year 2009. Discussing the mission and the incorporation of the word “nurture” began the development of the Nurture Project – the basis for the plan seen here.
- *The Leadership team voted to research the idea. Sub committees were formed for research. Surveys were conducted. During this time we contacted Dr. Roberts from the University of North Carolina – he was extremely helpful to us.
- *Some of the Wilson Leadership Team members visited a Paideia School and a Full Immersion Language School.
- *Becky and the Leadership Team presented the idea to the superintendent and the community.
- *Becky was reassigned to a classroom in another school. This ended the Nurture Project.
- *Becky and Sherry began research of charter schools in the summer of 2010. They began community visits and also began writing the proposal. Becky again contacted Dr. Roberts from the University of North Carolina.
- *Becky and Sherry continued writing and visiting. Charlie Reinbold joined the team and helped with community outreach and also with writing the proposal, especially

the budget.

*Mike joined the team and researched finances and real estate. Mike helped write the financial piece.

*David Fleming was contracted to help with fundraising. David helped with the governance piece.

*Advisors & Helpers:

Dr. Roberts – University of North Carolina/National Paideia Center

Pattie Gaedtke, a licensed special education graduate from Wisconsin, also helped with research.

d. Previous Submissions

Previous Submissions – 3d

We submitted a preliminary proposal on Jan. 18, 2011. This proposal was submitted to Ball State. The proposal was neither rejected nor withdrawn. Ball State decided to change the cycle for proposals and to design a new application process.

4. Fiscal Impact

Describe the anticipated fiscal impact of the establishment of the proposed charter school on existing public and nonpublic school districts in the same geographic area.

Our financial team feels that it is nearly impossible to determine fiscal impact without knowing what schools and classrooms would be directly affected. Greater Clark which has a large student population would not feel the impact quite as much as Clarksville Community Schools. We may get quite a few students from Clarksville Community or we may not. We may pull from New Albany Floyd County, Greater Clark, West Clark, and possibly from further out for those families that work in our area and in Louisville. The non-public schools should not be directly impacted with the new voucher program in place.

5. Education Management Organization

a. Name of the Organization:

Does not apply – no EMO

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

Does not apply – no EMO

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

Does not apply – no EMO

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

Does not apply – no EMO

- e. Attach Draft management contract or term sheet

- f. Attach Due Diligence Questionnaire completed by the EMO.

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

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

Education

6. Education Mission Goals

- a. Mission statement:

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

- Core philosophy or underlying purpose of the proposed school

Mission Statement

The mission of York Academy of Discovery is: Nurturing students to dream and to discover the greatness within through discipline, hard work, and critical thinking.

Vision

The vision of York Academy of Discovery is to create life- long learners that will realistically look at the problems of the world and cooperate with others to find solutions for the chaos around them.

Goal

The goal of York Academy of Discovery is to become a model school for the 21st century and to help every student achieve success!

York Academy of Discovery is committed to meeting the needs of ALL students. The staff will be passionate and dedicated to children and to their profession. Our hope is to reach into the hearts and minds of students, and each day the goal will be to make a difference in the lives of others.

York Academy of Discovery will provide an opportunity for students to discover dreams. Staff will give kids hope and the realization that dreams really can come true. The belief is that once we touch the heart and give hope – great things will follow. York Academy of Discovery will strive to educate the whole student: physically, emotionally, intellectually, socially, and aesthetically. What makes a person great? This is the question we will help our students explore in an environment of diversity and acceptance.

The goal of York Academy of Discovery is to help students discover that nothing is impossible if you believe and work hard. Students will come to understand that nothing of importance comes easily. Often success is marred with blood, sweat, and tears. If we do not experience the storms of life, we cannot understand the tranquility of peace and the joy of success.

“The goal of education is the advancement of knowledge and the dissemination of truth.” (John F. Kennedy)

York Academy of Discovery holds to the principles of the Paideia program as stated by the National Paideia Group:

- *All children can learn
- *Children deserve the same quality of schooling not just the same quantity
- *The best education for the best being the best education for all
- *School should prepare students for the desire to become educated throughout their lifetime
- *Schools should prepare all students to earn a decent livelihood, to be a good citizen of the nation and the world, and to make a good life for oneself
- *Genuine learning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a coach in the learning process
- *The three types of teaching that should occur in school are didactic teaching of subject matter, coaching that produces the skills of learning,

and Socratic questioning in seminar discussion

- *The results of teaching should be the acquisition of knowledge, the development of language and math skills, and the understanding of basic ideas and issues
- *Achievement should be evaluated in terms of that student's competencies and not solely related to the achievements of other students
- *The principal of the school should be a lead teacher who cooperatively engages the staff in planning, reforming, and reorganizing the educational community
- *The principal and staff should be actively engaged in learning
- *The desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching

Beliefs of York Academy of Discovery:

- *We believe all students should be provided with a safe, nurturing environment
- *We believe our students deserve exemplary teachers
- *We believe that families and school should work together to support the child
- *We believe "it takes a village" and encourage partnerships between the school, home, and community at large
- *We believe in positive behavior supports
- *We believe in providing a variety of avenues to achieve success
- *We believe students need support to achieve their dreams
- *We believe in developing the whole child
- *We believe in meeting the needs of each child
- *We believe in academic rigor

- The school name comes from the Lewis and Clark expedition – Corps of Discovery. This corps conducting the expedition was a diverse group that included York (an African American), and Sacajawea (an Indian woman). York was a slave to Clark, but on the expedition was treated as an equal and made significant contributions to the discoveries as did Sacajawea. Each year we will reflect on our name and what it represents to our student body and staff that will also be very diverse in nature. We seek to become a "corps of discovery" with the freedom to fulfill our dreams and to create our own path in life.

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

Our outcomes will include the following:

York Academy of Discovery will perform in the top 25 percent in core subjects of all public schools in the state of Indiana after five years.

- Every student enrolled in York Academy for at least a year will achieve a year's worth of gains in core subjects.
- Eighty percent of students at York Academy of Discovery who have been enrolled for at least two years will achieve proficiency on state exams and benchmarks in core subjects.

York Academy will also have mission based outcomes:

- All graduates enrolled at York Academy of Discovery for six years will be conversationally fluent in a foreign language.
- Every student will show academic and arts success through participation in academic and arts showcases each nine weeks.
- All students in attendance at York Academy of Discovery will show respect for the opinions of others and critical thinking through weekly participation in Socratic Seminars.
- Every student at York Academy of Discovery will show citizenship and the care of others through at least one service project each school year.
- York Academy of Discovery will develop a school culture based on relationship and positive interactions. The outcome will be a professional learning community focused on staff collaboration, knowledge of students and families, and the use of best practice. All staff in attendance will participate in daily staff development.

Organizational outcomes will include:

- Students at York Academy of Discovery will maintain at least a 95% attendance rate for the year.
- York Academy will demonstrate fiduciary and financial responsibility. External audit reports will meet or exceed professional accounting standards.
- Parents will demonstrate satisfaction with the York Academy Experience through end of year surveys, will exceed 75%.

York Academy of Discovery will focus on standards based academic rigor, character, foreign language, the arts, and sports. The rigorous curriculum will include critical thinking, problem solving, and scientific inquiry through project based learning. Socratic seminars will include dialogue and discussion of ideas, concepts, and values. Students and staff will share and analyze ideas and thoughts. An emphasis will be placed on the study of classic literature. Foreign language, the arts, and sports will be provided

each day. Sports will include basic sports skills, team development, fitness, dance and movement. The arts will include voice, drama, instruments, art, and technology as an art form. Character development will be provided through the building of relationships and high behavior expectations. Citizenship and team work will be emphasized along with a sense of giving. Acceptance of diversity will be a major focus along with valuing and respecting the ideas and opinions of others.

York Academy of Discovery will seek to reach out to the community and to be productive citizens of our community. Community volunteers and partnerships will be encouraged. Parents will serve as partners in education. York Academy will make a commitment to helping families with the idea that if we help our families and our community, we then strengthen children.

The learning environment will be flexible in nature so the classroom can become whatever projects require. The focus will be on small group instruction with teachers as learning coaches. Looping will be implemented with teachers staying with the same group of students for two years to provide consistency and the establishment of relationships with students and families.

York Academy of Discovery will be trained in the Paideia philosophy. The Paideia philosophy incorporates three instructional techniques: didactic instruction which provides factual information, intellectual coaching of skills, and seminar discussions.

“All of us might wish at times that we lived in a more tranquil world, but we don’t. And if our times are difficult and perplexing, so are they challenging and filled with opportunity.” - Robert Kennedy

b. Statement of Need:

Provide evidence there is a need for this type of school.

- Attach Table (6b) to summarize achievement data for each grade level and subgroups you intend to serve.
- Describe why this charter school design/ model is an appropriate vehicle to address this need.

The Need & Appeal for York Academy of Discovery

The Jeffersonville/Clarksville area does not have a charter school or a

Paideia school at this time. There is a Montessori charter school in New Albany and a charter school in Sellersburg. This charter school would provide the people of Jeffersonville/Clarksville with another option to the public school system. It would provide another option for parents to select a great school that meets the needs of their children. York Academy of Discovery will be a K through 5 program with the hopes of adding an early childhood center after the charter is established.

There is no elementary school in our area that provides what we are hoping to give our students – an enriched liberal arts education for elementary students. In Louisville there are schools that emphasize a foreign language, magnet schools, and an elementary performing arts school – but there are no schools that provide the curriculum of York Academy of Discovery (sports, foreign language, rigorous curriculum, the arts, looping, and character).

Research was conducted at Wilson Elementary School in Jeffersonville, Indiana. Surveys were given to both students and parents. The surveys and meetings done at Wilson were in anticipation of changing Wilson into a Paideia school that emphasized the arts and sports. Some of the research is stated in the Needs Section. When the Wilson change did not occur, though support was evident from parents and students, this became a catalyst to develop a charter school. In addition to the Wilson research, we **contacted and met with some area churches and service organizations – their comments are also stated** in the Needs Section.

The GRC area has lost its Community School. The test scores at that location showed that improvement was necessary. The Greater Clark School Corporation also shows that improvement is still needed in decreasing the achievement gaps in subgroups. The location of our charter school would pull students from Clarksville Community Schools and Greater Clark Schools.

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

The arts and sports would be beneficial in providing a liberal arts curriculum to Black students and Hispanic students. These activities would also be motivational to support academic achievement. York Academy would provide a charter school that is “equal to all”. The set-up is comparable to an expensive private school, yet will be free and open to all students.

Working with the Hispanic Connection and the Boys and Girls Club should

help York Academy of Discovery provide opportunities and services for families. The school environment will also showcase student accomplishments where parents will be observers of knowledge acquired. York Academy has designed a school that invites students and was based on student input. It also listened to the needs of parents and was designed to build “a village.”

See School Demographics – 6c

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

c. School Demographics:

Describe your intended student population.

York Academy of Discovery will serve students in grades Kindergarten through fifth grade. The goal is to have a very diverse student population that will include African Americans and Hispanic students as well as at-risk students. The school will be located in an area of “poverty”.

See Table 6c.

York Academy of Discovery would like to have a student population that is diverse in both race and income. York Academy of Discovery will reach out to families of color, ELL, at risk students and families in poverty. Gifted and talented students along with high income students would also benefit from such an environment. Transportation will be set up to provide a school that will include African Americans, Hispanic, and low income students.

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

Table 6c: Demographics of School

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	K - 5	K - 5	K - 5	K - 5	K - 5
Total Number Of Students	250	250	250	250	250
Student to Teacher Ratio	1 to 15	1 to 15	1 to 15	1to 15	1 to 15

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

Instructional Alignment

The educational program provided by York Academy of Discovery represents a value of academic excellence for all students. High expectations will be a major focus for staff and students. As our table (6b) shows, we expect our students to perform at or above the state average. York Academy also expects an increase in state rank, expecting our students to out-perform the surrounding public schools. The educational experience will also close achievement gaps as defined on the needs assessment.

b. Measurable Goals

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

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

Goals	Objectives
All students enrolled for at least a year will achieve a year's worth of gains in core subjects.	Based on NWEA, 2 assessments given in September & May, will demonstrate 1 year of growth in math and reading. The mid-term NWEA would be optional based on teacher discretion.
Students will meet or exceed state standards for mastery in core subjects.	80% of students who attend York Academy for three or more years will pass ISTEP and school benchmarks (math, reading, & writing).
After five years, York Academy will be one of the top performing schools in the state of Indiana.	After five years, York Academy will perform in the top 25% of all public schools in the state of Indiana.
The achievement gap will be closed for Blacks, Hispanics, Multi-racial, and free/reduced students.	80% of Blacks, Hispanics, Multi-racial, and free/reduced students who have attended York Academy for three years will pass ISTEP and school benchmarks in math, reading, and writing.

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

Support Narrative – 7c

York Academy of Discovery supports academic excellence and will provide a rigorous academic program based on table 7b. Students will achieve at least one year's growth during the school year. Students will meet or exceed math, reading, and writing expectations for proficiency. Achievement gaps will be decreased in subgroups. York Academy will become one of the top schools in the state by using the following principles:

- *Will create an academic culture that requires students to think critically
- *Will create an academic culture that requires students to give their best efforts each day
- *Will create a culture of high expectations and success
- *Will create a culture where core academic goals apply to all students
- *Will create an educational program built on rigorous project based work
- *Will create an environment where students showcase their academic talents
- *Will provide skills necessary to achieve mastery on common core standards for each grade level
- *Will build thinkers who have the skills needed to solve real world problems
- *Will assess student learning in ways that challenge students to demonstrate mastery in a variety of forms

York Academy of Discovery would like to have a student population that is diverse in both race and income. York Academy of Discovery will reach out to families of color, ELL, at risk students and families in poverty. Gifted and talented students along with high income students would also benefit from such an environment.

- d.** Explain the instructional design and how it supports the goals and objectives. If your instructional design requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

Instructional Design – 7d

The York Academy of Discovery will implement the Paideia philosophy of instruction. We have been corresponding with Dr. Terry Roberts, Director of the National Paideia Center (University of North Carolina), for about two years now. Dr. Roberts has been very supportive and helpful; the National Paideia Center would be involved in the training and implementation of our program. On our own, we have read and studied materials based on Mortimer Adler’s work and on the Paideia philosophy. Adler, the founder of the Paideia Program, wrote, “Education: the central aim of which has always been recognized, from Socrates’ day down to our own, as the freeing of the mind through the discipline of wonder.” Adler emphasized the development of life-long learners. The emphasis on a liberal arts education is also seen as essential to all vocations. Adler strongly believed that all children should receive the highest quality education and that our democracy can only be maintained by high academic standards and intellectual rigor. Adler was strongly influenced by both Horace Mann and John Dewey. Robert Maynard Hutchins also influenced the Paideia philosophy with the use of “The Great Books” and the creation of the Paideia Seminar. All of the information presented in this

Section E is taken from the books, articles, and website of the National Paideia Center (see www.paideia.org).

“Paideia schools should model democracy, treat everyone as unique individuals, and focus on a rigorous core curriculum.”

The Paideia philosophy advocates the use of three instructional methods: didactic instruction, intellectual coaching, and Paideia Seminars:

Didactic Instruction is limited to about 10-15% of instructional time. This portion of the lesson is provided through lecture, demonstration, videos, reading...

Assessment for this piece is usually conducted through short answer and multiple choice tests.

Intellectual Coaching provides the largest portion of instructional time (60-70%).

Coaching is to guide student learning through modeling and questioning. Skills are developed through the use of units called Paideia Projects. The assessment piece for this portion of learning is usually provided through performance tasks and project work.

Paideia Seminar is also limited to about 15-20% of instructional time but is a very important piece to the intellectual and social growth of students. This piece contains intellectual dialogue through open ended questions. Assessment for seminars occurs through pre-and post- seminar Paideia tools as well as student selected goals, discussion, and writing.

Meeting the Needs of All Students

As we talked about the elements that were necessary in a 21st century school, we felt that the arts, foreign language, social skills, and science would be necessary ingredients for an excellent school. We wanted students to be motivated and enjoy the process of learning. We saw how special needs students and at-risk students thrived when given drama, dance, and sports activities. These programs connected them to the school and made them successful in a way that motivated them in other school academic areas. After discussing what we felt were integral pieces of our school, we stumbled across Paideia. Paideia had all the elements we were looking for and gave us the last piece of our puzzle – the critical thinking piece through the Socratic seminars.

Since we focused on small groups in order to meet the needs of special education and at-risk students – the Paideia philosophy fit perfectly because the majority of instruction is intellectual coaching. This would allow us to have students set individual learning and social goals. From that point, we contacted Dr. Terry Roberts, and we have maintained contact with Dr. Roberts through this process. His

willingness to talk to us by phone, correspond by e-mail, sending us articles and statistics also made us sure that the National Paideia Center was the type of organization that we wanted to work with to help us grow and develop as life-long learners. Dr. Roberts has been extremely supportive.

We visited a Paideia school as well as a full immersion foreign language school. The foreign language school will be an asset as we begin our foreign language instruction. We also visited a Freedom School summer program. This was extremely valuable as we watched how diversity was woven into literacy and programming. We have learned so much through this process and will continue to visit other schools and programs to gain insight and knowledge that will help us on our quest to provide a quality educational experience for our kids.

The Essential Elements for teaching and learning of a Paideia School (as stated by the National Paideia Center) are:

- *All teachers in the school use Paideia seminars as a central teaching/learning device.

- *All teachers in the school use product-oriented coaching techniques for the majority of the instructional program.

- *All teachers in the school use relatively little didactic teaching and that which is used actively engages students.

- *The school stresses the same integrated core curriculum for all students, including fine arts, music, foreign language, and the manual arts, giving students the opportunity to explore these areas as they relate to the core academic subjects. (We intend to take this even further so that students can really learn the fine arts, music, etc.)

- *Assessment of students and teachers is individualized in addition to standardized: emphasizing portfolio and narrative assessments in conjunction with traditional grading and appraisal. Individual growth is consistently stressed.

Paideia is presented as the best education for all students. It meets the needs of all learners! It is based on democratic principles and provides all learners with high expectations and goals. We want all of our students to “dream big” and “work hard” – this will lead to success. We will coach ALL students to be the best they can be. The curriculum will be standards based with a focus on the integration of subject matter. Science will incorporate the use of scientific inquiry. Technology will be incorporated into all aspects of the curriculum including the arts, foreign language and sports. Writing will also be emphasized and woven throughout the curriculum. With standards, we will follow the pacing set forth by the state of Indiana. The

Common Core Standards will be the focal point of lessons.

The National Paideia Center lists the essential elements for scheduling are as follows:

*The school allows instructional needs to shape scheduling and scheduling flexibility is the rule rather than the exception.

York Academy of Discovery will have flexible schedules rather than rigid set schedules.

Physical Environment – The learning environment will take place in a school setting with classrooms.

Instructional Setting – Instruction will include one-on-one, small group, independent study, and whole group instruction. See the above description of Paideia for full details.

Lesson Design – Lessons will be developed using Understanding by Design Units. Units will be developed based on Common Core Standards and will begin with assessment design. Essential questions will be developed based on Core Standards and the assessment pieces. Differentiated instruction will occur within each unit of study. Diversity growth and learning will also be a result of activities provided. Units will provide skills to be learned and reinforced along with project based learning.

Needed:

Staff will need training in the Paideia philosophy. This expenditure is listed in the budget under professional development.

Classic Literature – Paideia emphasizes work with the Great Books. This can be purchased through the National Paideia Center. This is in the budget.

Classroom Libraries – Each classroom will have a library with leveled books.

Scholastic Reading Counts will need to be purchased. Books will be organized and labeled.

Book Room – A room will be provided for leveled texts. Books will be organized and labeled. These books will be stored in the Bookroom, accessible to all teachers.

Teachers will borrow these books and return them when they are finished. The Bookroom will also contain a professional library of texts that our teachers and staff will use as a resource to guide their teaching.

Found in budget line items: E – Paideia Training, Service Contracts: \$5000

F – Supplies & Materials, Classic Literature: \$5000

F – Supplies & Materials, Scholastic Reading: \$500

F – Supplies & Materials, Library Books: \$18,000

E – Supplies & Materials, Professional Library: \$2,000 F – Textbooks, Leveled Texts: \$25,000

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

Learning Strategies – 7e

Learning strategies will include:

Socratic seminars – Students and staff will participate in discussion and analyzing of various topics with respect of other people’s views and ideas. This helps students to develop as critical thinkers in a democratic society. Socratic seminars foster a deep understanding of topics or units of study. “All teachers in a Paideia school use Socratic seminars as a central teaching/learning device, both schoolwide and integrated into the curriculum.”

Intellectual Coaching – “All teachers in a Paideia school use coaching for the majority of their instructional program. Instructional coaching accounts for 60 to 80 percent of instructional time...” This type of coaching establishes the teacher-student relationship. The coached classroom project is similar to project based learning and cooperative learning. Students participate in projects either singly or in groups. They are coached by their teachers. The project should be of real world value which provides skills in producing the final product. The project can incorporate several academic disciplines. Accountability is performance based. Individual students are evaluated according to individual progress. Portfolios and narrative evaluations are often used in the coaching process.

*The Power of Paideia Schools Defining Lives Through Learning by Terry Roberts and the Staff of the National Paideia Center, 1998

Compare/Contrast Activities – Students will compare, classify, and create metaphors, analogies and non-linguistic representations. Identifying similarities and differences yields a 45% percentile gain, according to Marzano. In the classroom one might see thinking maps, T-charts, Venn diagrams, cause and effect links, and other graphic organizers.

*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

According to The Power of Paideia Schools, by Terry Roberts these are the 12 Principles of Intellectual coaching:

*Students discover and construct their own meaning out of a project in a personally significant way.

*Students exercise their own power of choice in an increasingly responsible and mature way.

*Students build on the past and anticipate the future, their own and that of others.

*The individual student defines himself or herself through the process, both

interpersonally and intrapersonally.

*The individual student validates his or her sense of control and competence as his or her expectations of success are confirmed and challenged.

*The various tasks that are part of the process are relevant to the individual students and have obvious value in the world outside the classroom.

*The tasks involved in the process are both challenging and novel.

*Students are not motivated by negative conditions or emotions—including almost all those associated with traditional, competitive grades.

*Students successfully communicate and cooperate with a wide variety of others in a wide variety of settings.

*Individual students treat one another with respect and courtesy, stressing that each has unique and valuable talents.

*Cultural and environmental differences among individual students and among those others associated with the project are not only accepted, but they are valued.

*Students periodically review the process and evaluate how and what they are learning (and not learning).

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

Monitoring Strategies – 7f

Instructional strategies will be monitored for consistency and fidelity through the use of classroom walkthroughs and unit plans. Each classroom will receive a weekly classroom walkthrough to view Socratic seminars and intellectual coaching. These walkthroughs will include the administrator and classroom teachers. Weekly grade level meetings will provide opportunities for discussion of the strategies as well as goals for implementation. Unit plans will be collected and viewed for fidelity of projects and coaching by the leadership team and the administrator. Teachers will submit a monthly compare/contrast activity that will be reviewed by fellow teachers. Administrator/Fellow teachers will do a quarterly checklist of classroom portfolios. This will be a quick check to ensure that the portfolios are in place for each student and ready for full evaluation.

Instructional strategies will be monitored for impact through the final project/product produced by the students. The end of nine week showcases will also provide insight into the intellectual coaching and seminars that took place. The impact of the compare/contrast activities will be monitored through academic achievement of benchmark scores and ISTEP scores.

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

Formative & Summative Assessment – 7g

York Academy of Discovery will be using both formative and summative assessments to guide instruction and to determine student growth over time.

Almost all assessments can be used as both formative and/or summative assessments. For example NWEA can be used as an instrument to evaluate summative assessment as teachers determine if students have met grade level benchmarks. NWEA can also be used as formative as teachers look at the tests to determine areas of growth and areas of weakness.

York Academy will use the following summative assessments:

NWEA – twice a year as a tool to determine what standards students have mastered

Writing Benchmarks – twice a year to determine writing proficiency based on rubrics

ISTEP – state test given in the spring to determine standards proficiency

Projects – End of Nine Week academic and talent showcases that show mastery of learned material

End of Unit Tests – Tests that show mastery of learned material and standards

Scholastic Reading Inventory – quarterly at least

Report Cards – Grades and/or checkmarks that show mastery of standards and learned material

Formative Assessments will include the following:

NWEA as a diagnostic tool

Goal Setting with students based on their work, projects, and tests so they know where they are, what they need to do to achieve mastery or proficiency, and how to improve.

Observations of students and their work.

Questioning and answering sessions

*Socratic Seminars

*Intellectual Coaching of students which guides them to mastery and proficiency

Self & peer assessment

*Student record keeping that shows growth

Informal assignments

*Scholastic Reading Counts

Quizzes and Essays

Curriculum Frameworks

Diagnostic tests such as writing prompt, NWEA, running records...

*Journals (reading, math, science, writing)

Homework

*Immediate feedback on work, products and performance

Teachers will use formative assessments to guide instruction and will use summative assessments to determine mastery and proficiency. Teachers will have the option to determine which formative assessments will work best with individual units and standards. Teachers will be required to use all of the summative assessments above.

*Formative assessment items that are required.

Instruction will be delivered with assessment embedded using the formative assessments above. Student learning outcomes will be assessed during each unit of study, each nine week period, and end of year. After each assessment to determine learning outcomes, teachers will use the assessments to determine instructional sequence. Teachers will use the assessments to determine what and how to teach. Units of study will flow from what learning was mastered during that time and what needs to be reinforced.

Teachers will share formative assessment information at grade level meetings.

Teachers will input selected data information into the established system. Teachers will use professional development time to create units of study based on assessment information, standards, and student interest. Assessment data will be analyzed with the whole staff. Families will receive results (quarterly) of summative assessments and information about their child based on both formative and summative assessments. Summative achievement data will also be shared with the Board of Directors at the beginning of each school year and the end of the school year. Summative results will also focus on subgroup information.

Our data will be provided in our information system along with Excel spreadsheets. Teachers will input classroom data. Lead teachers will develop reports for instructional guidance and planning. The administrator will work closely with the lead teachers to ensure that data is provided in a meaningful format that leads to instructional decision making.

Corrective action will be implemented where necessary based on data. Plans will be initiated for struggling students even if formative data suggests that a student is at-risk. A committee will look at all essential data, both formative and summative, to create an individual plan to move the student forward. The plan will include instructional needs, progress monitoring, and readjustment of instruction.

8.Calendar and Daily Schedule

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

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

9.Curriculum and Instructional Methods

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

<u>Overview of School Curriculum & Common Core Standards – 9a</u> York Academy of Discovery will use the Common Core Standards as a base for learning and unit development. Below you will find the curriculum overview. *In Science & Social Studies, the Common Core Standards were not available on the DOE website. This table contains the science & social studies standards that are current for the state of Indiana. When the Common Core Standards become available, York Academy will use those standards. York Academy of Discovery Curriculum Overview	
<u>Reading</u> Kindergarten & First Grades	Foundational Skills: Print Concepts, Phonological Awareness, Phonics & Word Recognition, Fluency Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity

	Will use Common Core Standards& Anchor Standards from the DOE.
<u>Reading</u> Second Grade	Foundational Skills: Phonics & Word Recognition, Fluency Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Will use Common Core Standards& Anchor Standards from the DOE.
<u>Reading</u> Third thru Fifth Grades	Foundational Skills: Phonics & Word Recognition, Fluency Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Will use Common Core Standards& Anchor Standards from the DOE.
<u>Writing</u>	Text Types & Purposes,

Kindergarten thru Second Grades	Production & Distribution of Writing, Research to Build & Present Knowledge Will use Common Core Standards& Anchor Standards from the DOE.
<u>Writing</u> Third thru Fifth Grades	Text Types & Purposes, Production & Distribution of Writing, Research to Build & Present Knowledge, & Range of Writing Will use Common Core Standards& Anchor Standards from the DOE.
<u>Speaking & Listening</u> Kindergarten through Fifth Grades	Comprehension & Collaboration, Presentation of Knowledge & Ideas Will use Common Core Standards& Anchor Standards from the DOE.
<u>Language</u> Kindergarten & First Grades	Conventions of Standard English, Vocabulary Acquisition & Use Will use Common Core Standards& Anchor Standards from the DOE.
<u>Language</u> Second thru Fifth Grades	Conventions of Standard English, Vocabulary Acquisition & Use, Knowledge of Language Will use Common Core Standards& Anchor Standards from the DOE.
<u>Math</u> Kindergarten	Counting & Cardinality: Know number names and the count sequence, Count to tell the number of objects, Compare

	numbers Operations & Algebraic Systems: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Numbers & Operations in Base Ten: Work with numbers 11 – 19 to gain foundations for place value Measurement & Data: Describe and compare measurable attributes, Classify objects & count the number of objects in categories Geometry: Identify & Describe shapes, Analyze, compare, create, and compose shapes Will use Common Core Standards & Anchor Standards from the DOE.
<u>Math</u> First Grade	Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Understand & apply properties of operations and the relationship between addition & subtraction, add and subtract within 20, work with addition & subtraction equations Number & Operations in Base Ten: Extend the counting sequence, Understand place value, Use place value understanding & properties of operations to add & subtract

	Measurement & Data: Measure lengths indirectly & by iterating length units, tell & write time, Represent & interpret data Geometry: Reason with shapes & their attributes Will use Common Core Standards& Anchor Standards from the DOE.
<u>Math</u> Second Grade	Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Add & subtract within 20, Work with equal groups of objects to gain foundations for multiplication Numbers & Operations in Base Ten: Understand place value, Use place value understanding & properties of operations to add & subtract Measurement & Data: Measure & estimate lengths in standard units, Relate addition & subtraction to length, Work with time & money, Represent & interpret data Geometry: Reason with shapes & their attributes
<u>Math</u> Third Grade	Operations & Algebraic Thinking: Represent & solve problems involving multiplication & division, Understand properties of multiplication & the relationship between multiplication & division, multiply

	& divide within 100, solve problems involving the 4 operations, and identify & explain patterns in arithmetic Numbers & Operations in Base Ten: Use place value understanding & properties of operations to perform multi-digit arithmetic Numbers & Operations – Fractions: Develop understanding of fractions as numbers Measurement & Data: Solve problems involving measurement & estimation of intervals of time, liquid, volumes, and masses of objects, Represent & interpret data, geometric measurement; understand concepts of area and relate area to multiplication & to addition, Geometric measurement : recognize perimeter as an attribute of plane figures and distinguish between linear and area measures Geometry: Reason with shapes and their attributes Will use Common Core Standards& Anchor Standards from the DOE.
<u>Math</u> Fourth Grade	Operations & Algebraic Thinking: Use the 4 operations with whole numbers to solve problems, Gain familiarity with

	factors and multiples, Generate & analyze patterns Numbers & Operations in Base Ten: Generalize place value, understanding for multi-digit whole numbers, use place value understanding & properties of operations to perform multi-digit arithmetic Numbers & Operations – Fractions: Extend understanding of fraction equivalence & ordering, Build fractions from unit fractions by applying & extending previous understandings of operations on whole numbers, Understanding decimal notation for fractions & compare decimal fractions Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, Represent & interpret data, Geometric measurement: understand concepts of angles and measure angles. Geometry: Draw & identify lines & angles & classify shapes by properties of their lines and angles. Will use Common Core Standards & Anchor Standards from the DOE.
<u>Math</u> Fifth Grade	Operations & Algebraic Thinking: Write & interpret

	numerical expressions, analyze patterns & relationships, Number & Operations in Base Ten: Understand the place value system, Perform operations with multi-digit whole numbers & with decimals to hundreds Numbers & Operations – Fractions: Use equivalent fractions as a strategy to add & subtract fractions, apply & extend previous understandings of multiplication & division to multiply & divide fractions Measurement & Data: Convert like measurement units within a given measurement system, Represent & interpret data, Geometric measurement: Understand concepts volume and relate volume to multiplication & addition Geometry: Graph points on the coordinate plane to solve real world and mathematical problems, Classify 2 dimensional figures into categories based on their properties
<u>Science</u> Kindergarten	Physical Science – physical properties of objects Earth Science - patterns, night & day, seasons Life Science – compare & contrast living organisms
<u>Science</u> First Grade	Physical Science – Describing objects

	Earth Science – Soil components & properties Life Science – Living things & their relationships in the their environment Science, Engineering & Technology: Natural & Man made materials & their uses
<u>Science</u> Second Grade	Physical Science – Observe motion of object & change when for is applied Earth Science – Observe, measure, and record weather patterns, the position of the sun & moon, shape of the moon Life Science – Life cycles Science, Engineering & Technology – technology & human needs
<u>Science</u> Third Grade	Physical Scienc – Sound, vibrations, & light Earth Science – Rocks & minerals Life Science – Plant growth & development Science, Engineering & Technology - Real world problems & solutions
<u>Science</u> Fourth Grade	Physical Science – heat, electricity, energy, electric circuits Earth Science – Land changes over time, natural resources, protection & harming of the environment Life Science – Structures of organisms Science, Engineering, & Technology – Design a moving system & measure its motion
<u>Science</u> Fifth Grade	Physical Science – Weight, volume, & measurement of

	various objects, mass Earth Science – patterns in the sun-moon-earth system Life Science – Ecosystems Science, Engineering & Technology – Design a prototype that replaces a function of a human body part
<u>Social Studies</u> Kindergarten	History – Past & present, sense of time Civics & Government – citizens, symbols of the nation, rules Geography – maps & globes, geographics of school, neighborhood, & community Economics – jobs & economic needs
<u>Social Studies</u> First Grade	History – Continuity & change Civics & Government – Meaning of government, why rules & laws are needed, rights & responsibilities, functions of government, roles of citizens Geography – Relationship of the sun to daily weather Economics – Goods & services, Producers & consumers
<u>Social Studies</u> Second Grade	History – Events of past & present, influence of events – past & present Civics & Government – why communities have laws & government, individual actions – rights & responsibilities Geography – Locate community, state, & nation on maps & globes, identify geographic characteristics of community Economics – resources, business, industry, jobs, goods & services

<u>Social</u> <u>Studies</u> Third Grade	History – Significant people, events, & developments in community & region, compare communities in other times & places, information about the past Civics & Government – Citizens of the state & nation, functions & services of local government, local – state – national government, democratic principles & practices Geography – grid systems to locate places on maps & globes, Earth/sun relationship, cultural characteristics of community Economics – trade, economic change, cost & benefits in decision making
<u>Social</u> <u>Studies</u> Fourth Grade	History – Historical periods, places, people, events, & movements that led to the development of Indiana Civics & Government – Indiana's form of government, branches of Indiana's government, civic & political issues, charts & graphs Geography – Earth/sun relationship in Indiana, Earth's physical systems, Cultural characteristics of Indiana, identify regions of Indiana, adapting environments Economics – compare characteristics of Indiana's changing economy in the past & present
<u>Social</u> <u>Studies</u> Fifth Grade	History – Historical movements that influenced the development of the United States up to 1800, American Revolution, founding

	of the US Civics & Government – Identify main components & characteristics of US government, Key ideas in government from the colonial and founding periods that continue to shape civic & political life Geography – Use global grid system, identify regions, describe physical & cultural characteristics, local states, capitals, & major physical features of the US Economics – market relationships, goods & services, earning a living in different historical periods in the US
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b. Describe how the curriculum links to the school’s mission and instructional design.

9b. – Curriculum link to student mission & instructional design

The school mission is to nurture students to dream and discover the greatness within through discipline, hard work, and critical thinking. The curriculum will provide students an opportunity to dream and to discover what it takes to achieve dreams. In order to accomplish this mission through curriculum we will be using a Paideia philosophy. Below you will find the Three Part Foundation (The Power of Paideia Schools by Terry Roberts & the Staff of the National Paideia Center):

Three-Part Foundation

“Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

A. *Reading-locates*, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing-communicates* thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts

C. *Arithmetic/Mathematics-performs* basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. *Listening-receives*, attends to, interprets, and responds to verbal messages and other cues

E. *Speaking-organizes* ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*-generates new ideas

B. *Decision Making*-specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving*-recognizes problems and devises and implements a plan of action

D. *Seeing Things in the Mind's Eye*-organizes, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn*-uses efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning*-discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility*-exerts a high level of effort and perseveres toward goal attainment

B. *Self-Esteem*-believes in own self-worth and maintains a positive view of self

C. *Sociability*-demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management*-assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty*-chooses ethical courses of action"

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"The Paideia school is defined by intellectual rigor for all students. Both challenging and democratic, it teaches all students a common core curriculum in predominantly heterogeneous groups. To realistically target high achievement for all students, however, the Paideia school must be a student-centered school in several significant ways. It honors the progressive traditions established by John Dewey by creating environments in classrooms and by giving students authentic work to do. And while the Paideia school emphasizes learning, the adults who work there understand the central role that caring plays in honoring students and their work; they understand, in other words, that a humane environment nurtures learning." "The Paideia school is student centered and, as a result, involves students in governance and expects all students to succeed. Administrators and teachers model life-long learning because the school cares about the intellectual development of both students and adults..." The Paideia approach allows students to dream, to use project based learning, to work hard, to discipline themselves, and to think critically in a nurturing environment.

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

9c. – Curriculum & instruction aligned to standards

York Academy of Discovery will use the common core standards as the basis for instruction. York will use resources developed by the Indiana DOE along with Paideia resources where applicable for student learning. If and when pacing guides are developed, York will also make use of those. The standards will be used to show mastery of learning. See the above chart – the curriculum is based on common core standards. Assessments will be given to determine if students have acquired the common core standards. This will also be reported to parents

d. Describe what instructional strategies and methodologies are central for all teachers to know and use. If your instructional strategies require a contract and/or major expenditure, list the amount here along with the line item in the budget.

9d. – Instructional Strategies & methodologies central to all teachers

All teachers must be trained in the Paideia philosophy of instruction. York Academy of Discovery will purchase books for study groups and will have some staff attend Paideia training so they are able to lead the rest of the staff. These expenditures will be under professional development. As described in the book, The Power of Paidea Schools, Paideia educators return to “classical” education. “Classical means: Overt attention to and participation in Robert Hutchins’s ‘Great Conversation’ (1952), the cultural heritage of all our children; A rigorous common core curriculum of integrated subjects; An ambitious mastery of fundamental skills in communication, computation, teamwork, and problem solving; and Learning to a depth of intellectual understanding often missing in our schools.” The three types of teaching in a Paideia classroom are didactic, seminar, and coaching. Didactic teaching consists of things like lecture, demonstration, audiovisual presentation... Below find descriptions of seminars and coaching.

All teachers will be trained in Socratic Seminars to develop critical thinking skills. “Effective seminar leaders are constantly aware of two goals: first is that all participants be asked to practice traditional communication skills: reading, writing, speaking, listening, and thinking – second is to engage students in higher-order thinking by asking them to summarize, analyze, synthesize, compare, contrast, logically defend, and challenge their own ideas and those of others.” Socratic Seminars have also been discussed in other parts of this document.

All staff will use intellectual coaching with students. Earlier in this document the 12 principles of intellectual coaching were presented. “Academic coaching requires that the classroom be organized according to the project currently under way: play rehearsal, book production, historical simulation, math textbook composition, or science experiments.” Coaching requires flexible time for units and space for projects. Students take center stage for most of the instructional time; teachers support and coach the students. Students learn to work with others, to show their strengths and, and learn to work hard. Students set goals and consistently challenge themselves in the classroom. Coach allows for a “spirit of inquiry.”

Teachers will also need to be familiar with Understanding by design templates to use for unit development: Understanding by Design Unit Template

Title of Unit		Grade Level
Curriculum Area		Time Frame
Developed By		
Identify Desired Results (S		
Content Standards		
Understandings		Essential
Overarching Understanding		Overarching
Related Misconceptions		
Knowledge Students will know ...		Skills Students will be able to ...

Assessment Evidence (Stage 2)			
Performance Task Description			
Goal			
Role			
Audience			
Situation			
Product/Performance			
Standards			
Other Evidence			
Learning Plan (Stage 3)			
Where are your students headed? they been? How will you make sure students know where they are going?			
How will you hook students at the beginning of the unit?			
What events will help students <i>Explore</i> the big idea and questions in How will you equip them with needed knowledge?			
How will you cause students to reflect Rethink? How will you guide them in revising, and refining their work?			
How will you help students to exhibit evaluate their growing skills, understanding throughout the unit?			
How will you tailor and otherwise the learning plan to optimize the and effectiveness of ALL students, compromising the goals of the unit?			
How will you organize and learning activities to optimize the and achievement of ALL students?			
From: Wiggins, Grant and J. Mc Tighe. (1998). <i>Understanding by Design</i>. Association for Supervision and Curriculum Development ISBN # 0- 87120-313-8 (ppk)			

Technology

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

9e. – Effective use of media & technology to support learning goals

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 school as it is in the real world. It is our hope to have computers and smart boards in every classroom as well as a computer lab. One teacher will be designated as a technology person. This teacher will be up to date on all of the current technology in schools, will provide for technology instruction of staff, sports, and foreign language... The technology person will maintain achievement and growth records that are technology based. The school will also make use of computer software that differentiates instruction such as Scholastic Reading Counts. Students will use technology to publish reports, presentations, and published writing. Word processing will be taught. Spreadsheets will be created. Assessments may at times be technology based such as NWEA. Also our hope is eventually to include electronic portfolios. Technology can also be used in cooperative learning activities and other student collaboration projects. As the school develops we will write and develop a technology curriculum for our school. Technology will support and enhance student learning.

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

9f. – Technology used to provide access to curriculum & to deliver instruction using the internet

Students will be taught to use internet websites such as spellingcity.com, pbs.org, eduplace.com... The internet will be used to create power point presentations. Staff will make use of video and audio technology to enhance lesson presentations and bring material to life. The internet will be used to provide access to information and resources. The internet can be used to help students gather data, organize complex information, draw inferences, communicate findings, critically evaluate information, and to use problem solving skills. The internet, etc. can help students with project based learning and real world problems. This technology can help with authentic tasks.

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

9g. – Technology used to enhance communication and support to students & parents

Since students will be developing academic and talent showcases each nine weeks, students may elect to use technology in those presentations to parents such as video, digital cameras, power point... Parents will also be able to receive communication through technology such as e-mail, school websites, cell phones... This will be a very effective way to receive information and to communicate with teachers. Parents will be able to view grades on line. Learning sites and links will be provided for both parents and students for computer use at home.

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

The line item in the budget for technology: F – Service Contracts – Tech Services - \$10,000 F – Supplies & Materials – Computer Software - \$15,000
Expenditures - \$75,000

10. Evaluation of Student Performance

- a. Describe how student performance will be used to improve student achievement and attain the stated learning goals and objectives from (7b).

10a – Evaluation to improve student achievement & attain learning goals

The data cycle will be as follows: Collect data-----Interpret data-----Modify instruction

Data will be used to

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies

Achievement Data will include:

- Observational Notes
- Samples of Classwork
- Showcases
- Portfolios
- Formal & Informal Assessments
- Benchmark Assessments
- State Assessments
- Report Cards/Standards Mastery

Other Data to be considered:

- Attendance
- Discipline referrals

- Homework & classwork completion
- Individual student data such as ethnicity, poverty level...

Data analysis will lead to differentiation of instruction and identification of student needs.

Steps for Data Analysis:

1. What do we want to know and learn
2. Obtain data that pertains to this
3. Analyze the data in conjunction with what we want to know and learn
4. Set goals
5. Develop strategies
6. Assess to see if strategies are working

Other necessary items for data analysis:

- Develop a professional learning community that reviews and interprets data
- Establish a school data team
- Provide teachers with a data leader that assists in collaboration and analysis
- Teach students to assess their own individual data and to set goals based on this data

Instructional Strategies to be Implemented include:

- Compare/contrast
- Intellectual Coaching
- Socratic Seminars

Curriculum will be based on common core standards. Assessments will determine the mastery of common core standards.

Technology will be used in assessments: ISTEP & NWEA & SRI (Scholastic Reading Inventory).

Technology will be used to differentiate instruction.

Analysis of Assessment Results:

- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on Applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- NWEA – we will especially analyze growth of students from the beginning of the year to the end of the year. Mastery of skills will be analyzed to guide instruction.
- SRI – will be used to examine growth of reading levels from the beginning of the year to the end of the year. Data will be used to guide Scholastic Reading Counts.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.
- Showcases will be analyzed to determine growth from the beginning of the year to the end of the year. They will also be used to determine mastery of common core standards.

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

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

11. Special Populations – Anticipated Needs

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

York Academy of Discovery will probably have students with disabilities, ELL,

advanced and struggling students. Below is a table that shows Greater Clark and Clarksville Community special needs population. The table in 11b indicates that we are likely to have each of the above student populations. Also indicated from the chart below is that Clarksville Community is much lower in percentage points in AP than New Albany or Greater Clark which could mean that parents would be looking for an enriched program for their children. With the growing Hispanic population in both Greater Clark & Clarksville, we are likely to have an ELL population. The same is indicated in the area of disabilities and at-risk. York Academy of Discovery will practice inclusion. All students regardless of ability or race will have equal access to an enriched educational experience.

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

Data taken from the Indiana DOE		
Greater Clark	Clarksville	New Albany
4.2% ELL	4.2% ELL	1.8% ELL
16.3% Special ed.	18.6% Special ed.	16.7% Special ed.
4,701 Free Lunch	673 Free Lunch	4,192 Free Lunch
1,077 Reduced Lunch	184 Reduced Lunch	734 Reduced Lunch
2009 AP – 9.9%	2009 AP – 4.5%	2009 – AP 17.8%
2010 AP – 12.8%	2010 AP – 8.2%	2010 AP – 20.8%

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

IMAST scores will not be available until sometime in September according to the DOE. When we checked on September 18th, they were still not available.

Black Students – 2011 – Corporation Scores

Clarksville	Passing Both	ELA Passing	ELA Pass+	Math Pass	Math Pass+
	58.8%	64.7%	5.9%	82.4%	11.8%
Greater Clark	49.8%	60.9%	5.8%	60.4%	8%
Multi - Racial					

Clarksville	40.7%	44.4%	3.7%	66.7%	7.4%
Greater Clark	65.8%	77.5%	13.6%	74.5%	17.6%
Hispanics					
Clarksville	53.3%	73.3%	13.3%	53.3%	13.3%
Greater Clark	61.8%	69.7%	6.5%	73.1%	13%
Special Ed					
Clarksville	31.6%	41.1%	3.2%	50.5%	8.4%
Greater Clark	37.7%	45.7%	3.5%	58.3%	10.1%
ELL					
Clarksville	64%	70.9%	9.3%	77.9%	15.5%
Greater Clark	69.9%	78.6%	14.7%	78.6%	22.1%
Free/Reduced					
Clarksville	59.2%	66.3%	7.4%	73.4%	14.1%
Greater Clark	59.5%	70.3%	8.3%	70.9%	13.5%

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

Based on the above data, we anticipate a very diverse student population that will include special education, Hispanic students, African American students, multi-racial, free and reduced lunch, and advanced students. The diverse population is indicative of the surrounding public schools. This diverse population will include those who may be gifted as well as those who may be at risk for academic failure.

12. Serving Special Populations

Identifying and Serving Special Needs

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

SECTION G – SERVING STUDENTS WITH SPECIAL NEEDS

York Academy of Discovery will comply with federal and state statutes and will implement processes and procedures as set forth in federal and state regulations and rules. The

following items will be in place in order to meet the Individuals with Disabilities Education Act of 2004 (IDEA) and Indiana Article 7 as well as Americans with Disabilities Act of 1990 (ADA):

- *Hire a Special Education Teacher – Reports to the Director; Holds an Indiana Special Education Teaching License; serves as teacher of record; attends case conferences; coordinates and schedules evaluations for children with suspected disabilities; oversees the compliance with IDEA, Indiana Article 7, and ADA; maintains IEP's as well as all special education & 504 records; trains teachers and assistants in areas of need for special education students; maintains achievement testing records for exceptional learners; organizes – tracks – and plans IEP goals; oversees and ensures that services are provided according to individual IEP's; oversees referral paperwork and supervises the referral process; establishes high expectations for student performance; organizes time, materials, and equipment for instruction; responds to questions from parents, students, and staff; oversees special education reporting requirements; trains staff in confidentiality; develops reporting procedures to parents; works with staff to incorporate adaptations and accommodations; incorporates technology into instruction and services; has the physical ability to meet the demands of the job

- *Enrollment forms will indicate the existence of an IEP

- *Obtain and prepare materials such as Procedural Safeguards and any other forms needed to hold Case Conferences and to develop Individualized Educational Plans as well as Referral Forms

- *Special Education Teacher will train school assistants to meet the needs of the exceptional learner

- *Contract with outside services for extra services needed to meet requirements of IEP's

- *Contract with outside services for testing and identifying special needs students

- *Train staff in the referral process

- *Train staff in interventions

- *Create an intervention consultation team

- *Hire additional staff as needed to ensure compliance

- *Hold move-in conferences, annual case reviews; case conferences...

- *Obtain school records

Identification of Students

The school intervention team will work with staff to meet the needs of at-risk students. The school intervention team will include the special education teacher, the ELL teacher, the technology teacher, the primary unit leader, and the intermediate unit leader. The intervention team will also consult with the Director/Principal. This team will review data and make decisions concerning teacher and parent requests for referral. They will work with the teacher to look at the overall development of the child, the concerns and reasons for testing, and address possible interventions. If testing is determined to be necessary, York will contract with an outside source to do the evaluation. Once testing is complete, the

special education teacher with the case conference committee will develop an IEP or will meet to discuss non-qualification and what can be done to achieve student success.

Delivery of Services

York Academy of Discovery will provide the least restrictive environment for students and will practice full inclusion where applicable. The learning environment will be set up so that services will be provided in the regular education classroom. Assistants and general education teachers will receive training about least restrictive environment and how to provide special services. They will also be trained to work as a team in meeting IEP goals. Training will help staff deliver services in the classroom environment with support staff. We will have 6 assistants; all assistants will be trained by the special education teacher in order to meet the needs of all at-risk and special needs students in each grade level. Assistants will be under the direct supervision of the special education teacher, the ELL teacher, and the general education teacher. At this time, York Academy of Discovery will not have a resource room. It is the belief of York Academy that ALL children can learn!

ELL Students

In order to meet the needs of ELL students, York Academy of Discovery will hire an ELL/Foreign Language Teacher. Enrollment data will provide for identification of non-English speaking parents. We are actively seeking ELL students and know the demographics to locate families that need ELL services. Staff will also be trained in helping to identify possible ELL students and in how to help ELL students in the regular education classroom. Once identified as ELL, the ELL teacher will work with the classroom and the general education teacher to deliver services. Assistants will also be trained to work with ELL students. We are hoping that one of the six assistants that we will hire will speak a foreign language.

Other Services

*The technology teacher will also serve as a part time remediation teacher. The remediation provided will be technology based. The technology teacher will work in cooperation with the special education teacher, the ELL teacher, and the Director/Principal.

*A part time counselor will also be available to assist with at-risk and special needs students.

*The Director/Principal will mainly be responsible for the administration of special needs students.

Hopes & Recruitment of Qualified Special Education Teachers

We will work the universities, IUS & U of L, to recruit qualified special education and ELL teachers. These teachers will be certified in the areas of special education and ELL. We would like to encourage our general education staff to receive dual certification in Special Education, ELL, Reading Remediation, or Administration. Ongoing training and professional development will be provided to all staff in the areas of special education, ELL strategies,

diversity, and poverty.

Director/Principal as Public Agency Representative

The Director/Principal will serve as the Public Agency Representative and will assume responsibility for special education services. The Director/Principal will be dedicated to ALL students and will ensure that staff and school are meeting the needs of children. Professional development will be provided in the area of special education and ELL. The goal will also be to implement interventions and RTI services that will prevent large numbers of special education identification. Where necessary the Director/Principal will work with outside sources to implement evaluations and any special services that may not be provided by York Academy of Discovery.

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

Some of our beliefs:

- *We believe that ALL students can learn. We will work to ensure all students reach their potential.
- *ALL staff members will take ownership of our students.
- *The general education teacher must take ownership of special education students and ELL students.
- *The special education teacher and the ELL teacher will support the general education classroom in delivery of services.
- *Interventions will be evidence/research-based to ensure growth.
- *Our model will be of an inclusive nature

York Academy will use an RTI model:

Response to Intervention Pyramid - At Risk Students

Tier One

Parent Contact
Conference with Student
Goal Setting with Student
Computer Software Activities
Small Groups
Leveled Texts
Cooperative Learning
Re-Teach Activities
On Grade Level Materials
Twenty minutes Homework Help in the Morning

Tier Two

Time with a Support Services Person
Additional Small Group Time

Assigned Work with a Volunteer
Parent Conference
Intervention plan put in place
Progress Monitoring
Homework/Classwork Room During Specials

Tier Three

Intervention Team Conference
Intervention Team Strategies
Support from Special Education Team
Support from Counselor

Response to Intervention Pyramid - Advanced Kids

Tier One

Parent Contact
Conference with Student
Goal Setting with Student
Small Groups
Leveled Texts
Enrichment Activities
Computer Software Work
Project Based Learning

Tier Two

Additional Computer Time

Problem Solving Activities
Individual Learning Contracts for More In-depth Study
Parent Conference
Advanced Plan put in place

Tier Three

Intervention Team Consultation
Time with Support Services Personnel

Response to Intervention – Behavior

Tier One

All students know the school rule
Character traits are taught & enforced
All students know and follow hallway rules
Classroom plans stem from school rule and school mission
Transition procedures are in place
Beginning of the day and end of the day routines
Parent Contact
Establish Relationship
Natural Consequences
Classroom/Community Service
Time out – 10 minutes
Community Meetings

Finding student strengths/interests

Tier 2

Intervention Team work to rule out academic problems

Time out in office or in another classroom

Parent Meeting

Student Conference

Goal setting with student

Character room during specials – teaching anger management, problem solving...

Intervention plan in place

Tier Three

Possible special education testing

Counseling

Intervention Team strategies

Individual behavior plan

Individualized Education Program

Response to Intervention – ELL

Tier One

Cooperative Learning

Vocabulary Development

Small Group Work

Knowledge of ELL student Levels

Parent survey indicating language spoken in the home

Foreign language opportunities – can select their first language

Leveled text

Comprehension strategies

Tier Two

Additional Small Group Work

Work with ESL teacher

Fluency practiced

Use of visuals

Tier Three

Intense work with ESL teacher

Contact with native speakers if possible

Tier one is a prevention approach. All students receive tier one. Tier two is reserved for students experiencing difficulties. Evidence will be collected and discussions will take place to review student problems. The intervention team will determine strategies for

improvement based on our tier model. Interventions are applied with progress monitoring to determine growth. Students who continue to experience difficulty will be referred to tier 3. The intervention team will again meet to determine tier 3 strategies. Tier three is reserved for those students who exhibit problems that require extensive interventions. This phase also provides the opportunity for assessment for disabilities. Progress monitoring occurs to determine success of programs and growth. Special education testing will require a timeline for student assessment. Once testing is complete, results will be discussed with the special education committee, eligibility will be determined, and services will be planned along with goals, placement, and program. It is possible that a 504 plan would be established instead of an IEP. York Academy will work with the Special Education Cooperative during this process. Payment for services will be contracted.

York Academy will follow inclusive practice incorporating a rigorous curriculum for all students. Students with disabilities are placed in the least restrictive environment. Instruction will be delivered in the general education classroom as much as possible.

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

Articles that support Response to Intervention:

David W. Barnett The Journal of Special Education Vol. 38/No. 2/2004 – Response to Intervention

Renee Bradley Office of Special Education Programs Journal of Learning Disabilities Nov./Dec. 2005 vol. 38 no. 6 485 – 486 – RTI

Response to Intervention: Supporting Students through Integrated Systems of Prevention, Intervention, Assessment & Problem Solving by Robert Marra Fall of 2007 Indiana Department of Education

Articles that support Inclusion Settings:

Deconstructing Special Education & Constructing Inclusion by Gary Thomas 04 July 2007 Citeulike

Ken Marlborough Ezine Articles Special Education Inclusion 2005

Inclusion: Pros & Cons Issues...About Change, vol. 4 No. 3 (1995)

Many of the ideas for special education have come from the study of inclusion and RTI. See the above points on special education. Also many beliefs and ideas stated in the special education section that focus on inclusion and RTI have come from working and studying with Ann Schnepf – the Director of Special Populations from Greater Clark School. Studying the RTI models provided the tier format. We then

incorporated what we would be providing for interventions. Inclusion provides the best opportunity for special needs students to fulfill their potential. Working with regular education peers provides for modeling and higher expectations.

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

Any student with an IEP, progress monitoring will be incorporated in to the IEP with short-term objectives and annual goals. The IEP will be followed to assess student achievement. The progress monitoring system will work as follows:

- *The current level of performance will be determined

- *Goals will be set that will take place over time

- *The goals will be measured on a regular basis (weekly/monthly)

- *Results will be charted and evaluated

- *A comparison will be conducted for expected and actual rates of learning

- *Strategies will be continued or adjusted based on the achievement

Things to remember about Progress Monitoring:

- *Progress monitoring can occur as a class/a small group/student

- *You can progress monitor a specific academic skill or a behavior target

- *Progress monitoring should occur with reading, writing, and math

- *Communicate with parents about the progress monitoring

- *Special education staff and regular education staff should collaborate with progress monitoring and assessments to determine progress

- *Our mission and goals as a school encourage the use of actual work to progress monitor such as homework, class work, projects, oral presentations, conferences, portfolios, Scholastic Reading Inventory...

- *An Intervention Team is provided to assist general education teachers in determining tiers and strategies for struggling students

- *Remember that behavior deficits can come from academic struggles

- e. Describe the process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

We will use the follow to evaluate the above programs:

Is our special education team able to meet the needs of our special education students? Individual evaluations and observations will occur. Achievement of special education students will be noted.

Is our inclusive setting working? Observations of school and classrooms – discussions with staff & parents. Do we have a safe environment? Are students engaged?

Are we maintaining a good staff to student ratio? Special needs students often require more time to work on skills. Staffing matrix will be used.

Data gathering methods will be in place to create reports that evaluate the strength of our programs.

Are our assessment tools measuring what we want to measure? Analyzing assessments and growth.

Parent survey – do parents feel we communicate with them about the needs of their students and notify them of intervention strategies.

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

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

13. Student Discipline Program

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE

School Wide Discipline Plan

One major rule will be employed in the school: "Respect people and property including

oneself.” This rule covers almost any infraction. Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. The rule will be stated every day in morning community meeting with the Director/Principal.

Other school wide strategies will include:

- *Give Me 5 (two eyes watching, two ears listening, and one mouth closed)
- *SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)
- *Hallway behavior (straight line, lips closed, hands and feet to yourself)
- *Restroom behavior (emphasis on the school rule – Respect people and property including oneself)
- *Teaching & application of character traits -some Socratic Seminars will be based on character trait discussion and why those specific traits would be important to society

School Wide Discipline Plan will include:

- *Fair, consistent, agreed upon rules that are developed based on the school rule – discussion will occur about the word fair: What does fair mean, life is not fair – what does that mean, fair does not mean that everyone is treated the same...
- *All classroom discipline plans and rules will stem from the school rule and will be turned into the principal the first week of school (Rules and plans will be developed with the students)
- *Emphasis and reinforcement of desired and appropriate behavior

Possible Sample Classroom Discipline Plan – Consequences for inappropriate behavior

1. Warning
2. Student conference with goal setting
3. Thinking time in the classroom or another classroom and/or classroom community service
4. Parent contact
5. Character Development during the afternoon sessions beginning at 3:00
6. Teacher/student/parent conference arranged
7. Time out in the office for thinking and cool down
8. Office referral – discussion with the Director/Principal with goal setting and/or school community service

Character Development

- *The goal will be to find the cause of the behavior in order to set up interventions & reinforcements.
- *Discussions will be held with students experiencing difficulties regarding their behavior and needs
- *Staff will determine if there is a need for social skills training, character trait development, anger management, etc. If students have had continual problems with behavior, they will take part in character growth at 3:00 during specials. This is where social skills training,

character trait development, and anger management will occur. This will be a problem solving area.

*Consequences will be given, keeping in mind that there is a difference between punishment and disciplining with dignity. Classroom and school community service will be emphasized in order to remind students that their behavior affects the school and classroom community.

*The counselor will also work with staff and students experiencing difficulties. The goal is to provide most of this service in the classroom so students learn to work with others cooperatively.

Homework & Unfinished Work Room

*There will be homework help provided each morning from 8:00 until 8:20.

*If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 3:00 instead of specials. Once their work is complete they will be allowed to attend specials. The expectation for work is to produce high quality products – if students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal. The homework room will be viewed as a way to help students grow and learn.

Thinking Time/Time-outs

*Sometimes the teacher and/or the student simply need a time away period without formal discipline procedures. Time-outs/ thinking time will be limited to 10 minutes unless the child is clearly not ready to re-enter the classroom routine. If after 10 minutes the child has not gained control, discussion will occur with the Director/Principal.

*Teachers will also be assigned a partner for time-out that may be used to assist with time away.

*Developing relationships with students is the key to good discipline. Developing a relationship with parents will also help teacher and parents support one another.

*Consequences should “fit the crime”. Discipline is the opportunity to help children learn social skills and appropriate ways of handling behavior. We are always teaching even in discipline situations.

Office Referrals

When writing up a student, A Referral/Discipline Form must be completed and sent with the student to the office. Teachers will fill out the REASON for the referral section as well as the basic informational items. It is important to state the facts clearly and concisely. The Director/Principal may ask teachers for further details and/or clarification. Once a referral has been made, the teacher has turned over authority to the Director/Principal. Whenever and wherever possible the teacher should maintain their “authority”.

Monthly Character Traits

Below is a list of the character traits that will be a focus for each month. These will be included in seminar sessions. Student of the month will be determined based on the character trait for that particular month. These traits will be modeled, taught, and practiced to ensure student application. Moreover, these traits will be reinforced in the Character Room.

August	Self-Control	January	Cooperation
September	Friendliness	February	Good Manners
October	Responsibility	March	Self-Discipline
November	Respect	April	Citizenship
December	Honesty	May	Kindness

Staff will be trained in all discipline policies of the school. Culture and discipline policies will be a part of teacher collaborations.

Parents will receive discipline policies of the school upon enrollment. Students and parents will also sign a form discussing discipline policies. This will be due the first week of school or within one week of enrollment.

Also see student handbook.

“Let us dedicate ourselves to what the Greeks wrote so many years ago;
 to tame the savageness of man
 and to make gentle the life of this world.”
 Robert Kennedy

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

We have read the following books which have helped in developing our discipline thoughts and ideas:

Closing the Racial Academic Achievement Gap by Matthew Lynch: Discusses the importance of high expectations and culturally responsive instruction. He also discusses parent involvement. This book would be an excellent parent study book.

The National Paideia Center and books: Their guiding principles help to establish a culture for learning.

Managing Diverse Classrooms by Rothstein-Fisch & Trumbull: This book contains strategies for helping, sharing, and creating success for a group. It discusses the Latino community.

Teaching Boys who Struggle in School by Kathleen Palmer Cleveland: This book is

especially important in understanding building relationships and having students believe in themselves. Negative attitude must be replaced with positive attitudes.

Article: Positive Discipline for Children of Different Ethnic Groups: Jody McVitte, MD: Positive discipline works for any religion, ethnic group, and in any language. It is effective long term and maintains a sense of dignity and respect.

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

Establishing and Maintaining a Positive School Climate

York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. York Academy also believes in the essential elements of culture as stated by the National Paideia Center:

*The school is dedicated to the lifelong learning of all children and all adults.

*Since the goal of schooling is to foster lifelong learning in all involved, the school is full of adults and children who view themselves as constantly growing and learning, whose self-assessment is both demanding and fluid.

14. Professional Development

Staff Experience and Expertise

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

York Academy is hoping to employ experienced and inexperienced staff. The experienced staff will provide direction and expertise to mentor our younger staff. The less experienced staff will bring passion and idealism to our learning community. All staff will be committed and dedicated to children and to their profession. Staff will reach into the hearts and minds of children. Staff will know their impact and will understand that they make a huge difference in the lives of children.

Where appropriate staff will be required to meet state certification and licensure for

the state of Indiana.

Lead teachers will help manage the school and help mentor and monitor staff and instructional strategies.

Special education staff will be hired to guide general education teachers in meeting the needs of special education students. They will also direct the special education program and oversee all requirements for special education. They will serve on the intervention team and guide decisions that affect at-risk students.

ELL teachers will be hired to guide general education teachers in meeting the needs of ELL students. They will direct the ELL program and oversee all requirements for ELL. They will serve on the intervention team and will guide decisions that affect ELL students.

We are hoping to have at least a part-time counselor that can help with the social/emotional needs of our students. The counselor will help staff in dealing with problems that can affect academics such as divorce, death, abuse...

A technology staff person will be provided to help with technology instruction and guiding teachers to fully implement technology instructional tools.

All staff will have team expectations and will collaborate to provide the best educational experience for York Academy students.

Professional development will be viewed as a continuous, sustained and active process. This professional development will involve teachers in developing each other from a range of skills and expertise. Each teacher has a skill set and area of expertise that others can learn from.

Teachers will share, plan, and observe other staff in a respectful, non-judgmental way.

Using the skills of our staff will also include things such as peer coaching, peer observations, staff led professional development, mentors, and newsletters that summarize teacher activities within the school monthly.

The staff will also participate in Socratic Seminars as a way to develop listening skills, acceptance of other's viewpoints, and philosophical growth as well as teacher growth.

"There is a much better chance of learning from someone in the next classroom than from someone 20 miles away." David Reynolds So Near but yet so Far TES 20 June 2003

Professional Development Plan

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

Our staff development priorities include what every staff member should know. We will begin Paideia philosophical learning. Included in the Paideia learning will be strategies to help with student achievement:

*Staff will learn about intellectual coaching as provided in the Paideia framework. Intellectual coaching will help teachers to address student strengths and weaknesses to increase student achievement.

*Staff will learn about Paideia seminars. Paideia seminars will help to increase critical thinking skills as students listen, question, and discuss topics and concerns.

*Staff will learn to apply compare and contrast activities based on Marzano's work. Based on Marzano's work, compare and contrast activities give you the most "bang for your buck" to increase student achievement. Compare and contrast will be woven into the Paideia coaching and seminars.

Implementation will begin as learning occurs so we can learn, apply, and adjust.

Staff must be familiar with Paideia philosophy and techniques as we have stated beliefs based on Paideia principles.

Classroom design, instruction, and strategies also stem from the Paideia belief system.

Staff will need to familiarize themselves with the Paideia philosophy and instructional strategies as well as how to apply these to meet the needs of students. We will develop this slowly over a five year period. The above items will be addressed first. All other items such as technology, etc. will be addressed focusing on the school mission and the Paideia belief system. Everything will be interwoven and unified.

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

We will begin with a five year plan to implement the Paideia belief system and instructional strategies. Over the five year period the following items will be addressed:

Paideia philosophy & Conceptual Framework & Classroom Organization

Didactic Instruction (The teacher & the classroom)

Intellectual/Academic Coaching (The teacher, the student, the classroom, and real

products for real audiences)

Paideia Seminars

Compare/Contrast & Marzano's work as it applies to Paideia

Assessment based on Didactic Instruction & the Coached Project (Rubrics & Portfolios)

Instructionally integrated units (Evidence)

Professional development will be based on teacher needs, student needs, and achievement. So this list may take longer than five years as we begin to learn, apply, and adjust. Application will be the major focus – this takes time and a variety of forms of professional development in order for the above items to successfully impact student achievement.

c. Explain the system for ongoing staff development.

Each day staff will be involved in professional development activities. Students will be working with specialists in the areas of the arts, foreign language, and movement. Teachers during this time will meet for a variety of forms of professional development each day that include: collaboration for instruction, collaboration for analyzing assessment data, Paideia learning, other learning as it pertains to Paideia... This will take the form of:

Collaboration, teacher-led workshops, professional learning communities, Principal-led workshops, invited guests, study groups, book studies, professional library, visiting other schools, grade level meetings...

To ensure application the following will be implemented: walk-throughs with discussion, peer observations, peer coaching & mentoring, individual goal setting, principal evaluation with discussion, teacher leader observations & discussions...

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

Effectiveness will be evaluated by a variety of methods:

Achievement data results will be analyzed – a comparison will be made with the instructional strategies – discussion with staff will occur.

Walk – throughs will be conducted in every classroom on a weekly basis and

discussion will occur with grade levels.

Any teacher may request peer observations to help with application. Time and assistance will be provided to do this.

When implementing new instructional strategies, peer coaching will be applied for modeling and help with applying learned material.

Taking into account teacher differences in expertise and experience, staff may set individual goals with teacher leaders and/or the principal. Teacher leaders and/or the principal will observe & discuss completion of the goal.

The professional learning community will hold teachers accountable for student achievement and application of desired school goals. This will be an encouraging group of people.

Teacher leaders will observe teachers and discuss application of school goals.

The principal will observe and evaluate teachers to ensure application of school goals.

All of our professional development activities require a culture of respect and trust. The school will work to develop a family atmosphere that encourages growth and development of professionals.

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

Much of our professional development will be teacher led or principal led using the expertise of our own staff. The major expense may come from the initial training of lead staff in Paideia. The other expense would be for book studies and providing a professional library.

15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

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

Our school is an elementary school. We will be providing the following after school athletic programs for both boys and girls: basketball, track, cross country, cheerleading, and dance team. We have discussed with the Greater Clark Schools superintendent, Stephen Daeschner, about joining the Greater Clark Schools Athletic League. He was agreeable to York Academy becoming a member of this league. These programs will be funded by the school. Some fundraising may have to occur to offset some of the costs of the programs.

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

Does not apply.

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

We are an elementary school, but all of our activities will be provided for both boys and girls.

16. Transition Plan

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

York Academy will be implementing looping where the students stay with the same teacher for two years in a row. In order to help parents and teachers transition to a new teacher the following will be implemented:

Parents may request a teacher unless there is only one teacher at that grade level.

Teachers will meet with parents to discuss student strengths & weaknesses and what type of learning relationship works best for that student.

Teachers will meet with the next grade level teachers to discuss student achievement and success in all areas of school life. Teachers will collaborate with

the principal on developing class lists.

Parents will be invited to meetings that discuss school mission and expectations.

Parents will be allowed to visit classrooms and volunteer.

Parents will hold meaningful discussions about student achievement and learning with the school.

The school will establish a family atmosphere based on partnership and trust.

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

The major transition issue that we will have is when our students leave 5th grade and have to attend another school. We will hold parent meetings and invite area schools to present to our parents. We will set up visitations with area schools for our parents and students. Teachers and counselor will help students in selecting a “good fit.” Contact will be made with students during the first few months of school to discuss their attitudes about the new school. We will also ask if they might have any needs we could address. As we go through this process, we will learn more about how we may be able to help our students make a successful transition to a new school.

Organization

17. Parental Involvement

a. Describe how the school will identify the needs of students and their families to provide opportunities for effective parental involvement and benefit adult family members.

York Academy has established a partnership with the Hispanic Connection to help us deal with any possible needs of the Hispanic community. We will have at least a part-time counselor to help with any social/emotional needs that may arise. What we cannot deal with, we will refer to other agencies. We will seek other partnerships to help with family and student needs. We will also keep a list of people and/or agencies that might be able to help. Phone calls will be made to help families in need. We will have a family atmosphere that encourages people to come to us with problems and concerns.

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

Building and Maintaining Family-School Partnerships

It is the belief of York Academy of Discovery that in order to provide the very best possible education to students that a school cannot separate students from families. Families must take a sincere interest in the school and the education being provided. To ensure that this takes place, York Academy has put several things in place:

- *Home visits will be conducted each year with all kindergarten students and new students.
 - *Looping will be implemented – students will stay with the same teacher for two years to enhance relationship building with students and families.
 - *Parents will be required to attend one session on Paideia/Socratic Seminars.
 - *Parents/Guardians will be required to attend a Learning Showcase each nine week period.
 - *If students are having difficulty in the area of academics and/or behavior – parents will be required to be a part of a team that will initiate interventions. Parents will support the interventions.
 - *Parents will be encouraged to call or visit with questions or concerns.
 - *Training will be provided for any parents who wish to help during the school day and be a part of the school experience. We welcome parent volunteers. Criminal Records checks will be obtained for all volunteers assisting our school.
 - *Student attendance at school will be critical. Parents will be required to attend a conference if attendance issues become a problem. This includes tardies.
 - *Student/Parent handbook will be provided.
 - *Monthly newsletters will be provided.
 - *Teachers will stay in regular communication with parents.
 - *Teachers will have a system of daily communication with parents that provides homework information, etc.
 - *We will support parents in any way that we can by providing social services and other community helps wherever possible – hopefully most provisions will be free of charge.
 - *We would like to learn about the diversity of our families – diversity will be an important goal of our school. Diversity will be accepted and encouraged. In order to promote a global world, we need to work together cooperatively with others from different backgrounds and beliefs.
 - *York Academy supports family time and togetherness. Homework will be brief, purposeful, and something that can be done independently. The provision of arts and sports allows students to receive “lessons” during the school hours to encourage family time during the evening hours. When implementing evening events, York Academy will encourage family activities where the whole family can attend.
- Parent orientation/open house will be offered for parents to hear expectations, goals, and see the classrooms and school.

Monthly parent discussions will take place with the principal during the school day. This is an opportunity to discuss, question, and guide the school in decision making.

A volunteer program will be set-up with training. The program will be titled PIE (Partners in education).

Parents will attend a conference with the teacher so they realize their child's academic goals as well as strengths and weaknesses.

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

Communication between home and school will be regular and meaningful. Student notebooks will be in place that will state homework, any successes, concerns, etc. The parent may respond to this or ask any questions or write about a problem.

A monthly newsletter will be sent home from the principal.

Nine-week academic and talent showcases will be provided.

Reports will be provided every nine weeks on classroom achievement.

Mastery of standards and non-mastery will be shared with parents.

Assessment reports will be shared with parents.

A student/parent handbook will be given to parents that states expectations and goals of the school. Parents will sign a form saying they received it.

Parents and students will sign a discipline form that states the school belief system on discipline and how the system works.

Homework will be provided. Homework will be parent and student friendly.

Parent surveys will be conducted to determine parent satisfaction as well as wants and needs.

Parent conferences will be held.

During conferences parents will be a part of goal setting and achievement of goals.

Parents will be included when tier 2 and/or tier three interventions need to be applied. They will be invited to a "team" conference on how we can best meet the needs of their child. We will include how they can help at home.

We realize the value of parent participation. Parent involvement helps to enhance academic performance, improves the use of resources, diminishes discipline problems, and increases the morale of staff.

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

York Academy has already begun to hold community meetings talking with people about how they can help the school. York will also have board members from the community that will seek out volunteers and community resources for the school. Partnerships will help bring about awareness and involvement in the school. We have already established two partnerships: Boys & Girls Club & the Hispanic Connection. We hope to make use of Communities in Schools – a program that brings volunteers into the school.

We realize that schools are more effective and caring places when they are an integral part of the community.

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

Our PIE program (Partners in Education) will give parents opportunities to help in the classrooms and in the school. Monthly meetings will be held for parent discussions and questions. A parent advisory group will be established with one parent from each grade level serving on this group. They will be able to make suggestions and work with the school to make it a great place for families and kids. Parent surveys and questionnaires will be given out each year to identify strengths and weakness based on parent perceptions. These questionnaires will allow parents to make suggestions for change.

18. Partnerships / Contracts

- a.** Identify any partnerships or contractual relationships central to the school's operations or mission. Include the amount in the budget for partnerships or contractual relationships and the line item in the budget here.

At this point in time, we have two partnerships. The Boys & Girls Club will provide after school care for our students until 7:00 p.m. each evening at a cost of \$15.00 per year per child. Right now their facility is housed in Jeffersonville. It is our hope that we will be able to have the Boys & Girls Club on-site at our school. With a Clarksville location this is more likely to happen. We are hoping our facility will be large enough to house this program.

Our second partnership is with The Hispanic Connection. The Hispanic Connection will help us meet the needs of Hispanic families through health assistance, legal

assistance, interpreters...

We would like to partner with Head Start in order to provide early childhood services to our families. If our charter is granted, we will pursue this partnership. We would also like to develop some partnerships in the arts area and sports.

Once granted the charter, we will also seek a partnership with Communities in Schools to provide volunteers for reading, help with at-risk students, counselor... These are services they currently provide to local public schools.

We have no contractual relationships at this time.

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

As stated above, the Boys & Girls Club will provide after school care for our students.

The Hispanic Connection will provide assistance to Hispanic families in the area of health, legal, and interpreters.

- 1) Boys and Girls Club of Jeffersonville – will serve as dropoff location before and after school
- 2) Hispanic Connection – will help distribute information about York Academy and assist in identifying a Hispanic individual for membership on the York Academy Board of Directors

Note: Project Head Start and the Inter-faith Council are in the process of being recruited for similar relationships as outlined above.

- 3) York Academy is committed to a very diverse student body and Board of Directors. Therefore, we will create numerous linkages and collaborative partnerships / relationships across a broad spectrum of the community.

19. Organizational Structure

a. Create and attach an organizational chart (19a) for the school. Support the chart with a narrative description outlining the school's organizational structure.

The Board of Directors will be the governing board. The governing board will evaluate and hire the principal. The principal and the board will work together as a unit. The principal will manage the school. Teachers and parents will have ownership in the school through the parent advisory committee and the leadership team. The principal, the leadership team, and parent advisory committee will work

as a unit. The lead teachers and intervention staff (special education & ESL) will provide leadership to the instructional staff. The principal will also oversee the non-certified staff. Administrative staff would include office personnel. Student services would include the counselor and nurse/health assistant. Support services will include custodians, cafeteria personnel, assistants, specialists working in the area of the arts and sports as well as foreign language, volunteers, etc. All staff will work as a team in the best interest of the school and the students.

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

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

Rational for Organizational Structure

The organizational structure shall include shared decision-making structures and site based management councils that have operated in various forms in traditional district public schools. This is the most democratic and representative as it is inclusive. Those in charge have a clear understanding of procedural matters and full inclusion in the decision-making process. Shared leadership with a division of labor according to talent and expertise is seen as the best way to serve the needs of students, families and the community as a whole. Open to the community, this spirit of openness and inclusion decisions are reached through consensus rather than taking a formal vote. Members may be elected and/or appointed by various groups (teachers, parents, administrators, school district officials, union representatives and others). Criteria for membership is the desire to implement the mission of the school and the commitment to be actively involved in the decision making process that bears responsibility for the success of the program.

Nonprofit organizations have a clear distinction made between the governance work of the Board of Directors and the administrative / management work of the paid staff. York Academy is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The Board of Directors is responsible for

governing the school. The Directors each have a personal fiduciary duty to look out for the long-term well being of the school. The Board is responsible for addressing major matters including: setting the school's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fundraising; hiring and evaluating the school's Administrator, approving personnel policies and monitoring their implementation by the Administrator; assuring that York Academy fulfills its charter contract; and strategic planning.

This structure provides a format for evaluation and management yet also provides for a team atmosphere. This format provides for input from all stakeholders. Community members will be on the board. Parent Advisory council and the Leadership Team will have impact on the board decisions through the principal. Support staff will be included on the Leadership Team.

Development of Policies & Decision Making

The Academy Board Members will develop policies and make decisions about the school along with the school administrative staff. Board members and administrative staff will work together in the best interest of students. The school staff will also take ownership in the school, and their advice will be sought on many issues. All stakeholders will play a part in school decision making. The administrative staff will ensure the overall management of the school operation; board members will support administrative staff in this management. Board members and staff will learn how to take part in Socratic Seminars to ensure that opinions and issues can be heard in meaningful ways in order to come to conclusions that will benefit students. The goal is to make one unit, one team that works on behalf of kids and the school. Clear communication and focus on kids will be essential. Specific responsibilities include:

- *Review the educational & instructional programs
- *Review student progress
- *Approve purchasing contracts
- *Approve contracts for new construction, renovation, and building additions
- *Ensure that school policies and practices are in agreement with Indiana Statutes
- *Ensure efficient operation of the school
- *Support the Director & Staff
- *Board members may not act independently as individuals on official matters. They may only act on Board-related decisions as a group during official meetings

• Board-Staff Relationships

The selection and support of York Academy's Administrator is among the critical

roles and responsibilities of the Board. The charter school needs a good leader. A Board is responsible for recruiting and supporting a dynamic Administrator who can provide vision and leadership to the school.

The Administrator acts as the bridge between the Board and the staff of the organization. She or he is designated to act on behalf of the Board to implement its decisions. The Administrator is given the authority to hire, organize, and supervise the staff of the school, to develop appropriate policies and procedures, and to allocate resources within budgetary guidelines. When looking for an Administrator, the Board must assess the school's specific needs, then seek a qualified individual who has the skills and experience to guide the school in meeting those needs. The Board should also periodically evaluate the performance of the administrator in carrying out the decisions of the Board and other assigned responsibilities.

- **Laying the Foundation for an Effective Relationship**

An effective working relationship between the Board and the Administrator is built upon several concepts. First of all, the Board Administrator relationship should reflect the distinction between “ends decision-making” by the Board of Directors and the means used by staff to achieve the ends set by the Board. Ends decision-making has the effect of creating boundaries with autonomy for the Administrator and his or her staff. Such Board major decisions including setting the budget, determining outcomes, determining the strategic plan, formulating major policy, and interpreting laws and regulations with which York Academy must comply, create the playing field upon which the administrator has authority to act.

- **Supervisory Role of Board of Directors**

The Board has a supervisory or oversight role to play with respect to the York Academy Administrator. But this is as far into the organization as the board’s supervisory role should extend. The Board hires, supervises, evaluates, compensates, and (if necessary) terminates the charter school Administrator. The Administrator, in turn, hires, supervises, evaluates, makes compensation decisions within the scales and budget set by the Board as provided for by the Board-approved annual budget. However, the Board is the ultimate employer of the staff in the following sense. It is the Board that makes personnel policy. Personnel policy may be recommended by the Administrator and/or the personnel committee, but only the Board can make the final decisions. The Board will also give final approval of wage and salary scales, fringe benefit programs, vacation plans, and so forth. Finally, the board, usually acting through its personnel committee, may occasionally be called upon to function as a grievance committee with respect to an employee who has an unresolved dispute with the charter school Administrator and who seeks relief from some higher authority.

20. Governing Board

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

*A board development committee will be established

*This committee will actively recruit for the board

*A profile for the board will be developed such as a fundraiser, legal person, business person, university person...

*Strategies will be determined to ensure diversity

*An initial list of prospective board members will be developed

*Top recruiting prospects will be identified

*Orientations will be conducted with prospective board members

*New board members will be selected

*Board members will be selected upon approval of charter

Board members should possess one or more of the following skills/knowledge: communication, public relations, finance, legal, education, marketing, fundraising, technology, the arts, sports, community partnerships, diversity/global society...

The Board – A Meaningful Mechanism

New board members will be provided the information they need to perform effectively. A board orientation program will be as follows:

*Pre-election orientation which details the organization, strategic plan, the workings of the board, and board expectations of members

*New member orientation which provides additional information and training

*Review of by-laws and procedures in new member orientation as well as ongoing training

*On-going training on special interest topics and access to publications and conferences

The board will seek input from the community and community agencies. Community partnerships and volunteer programs will be established.

Ball State Inspection

All records of York Academy of Discovery will be made available to Ball State for inspection and copying upon request.

Authorities & Responsibilities of Each Board/Committee

Organizers:

Prepare the proposal for charter
Appoint the Advisory Committee
Develop charter program
Seek funding for charter

Advisory Committee:

Helps identify suitable recruits for board members
Recruits and selects board members

Academy Board

Helps develop charter school
Helps in the operation of the academy
Seeks funds, partnerships, and volunteers
Will have no less than 5 members

***The Organizer's legal council and contact information is as follows:**

Dustin White
530 East Court Avenue
Jeffersonville, Indiana 47130

Governing Board – Responsibilities

We have a large board governance document that we have created to help our board members and staff with how the Board operates and governs.

- **York Academy Board of Directors (Page 3)**

The York Academy Board recognizes that there is a distinct demarcation between the Board of Directors and the administrative/management staff while being cognizant of building a sense of unity to support the entire school community. York Academy of Discovery is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The Directors are responsible for governing the school. The Directors each have a personal fiduciary duty to look out for the longterm well-being of the school. The Board is responsible for addressing major issues including: setting policies; approving and monitoring the annual budget and finances; fundraising; hiring and evaluating the school's Administrator and assuring that the York Academy fulfills its charter contract and achieves its outcomes.

The Board will be composed of a broad cross-section of the school's community and community-at-large, including professionals and corporate leaders. Our Board will meet as a whole on a monthly basis at the school, from 6:30 p.m. to 7:30 p.m. Special meetings may be scheduled when necessary with appropriate notice to all Directors. Our Board will operate through various committees, including an executive committee consisting of officers (Chair, Vice Chair, Treasurer and

Secretary) elected to manage the Board and help monitor school policies. See attached organizational chart for list of all Board committees and lines of reporting.

The Board will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the Board will delegate the responsibility for running York Academy and implementing the Board's policies to our principal. Where appropriate, the Administrator will delegate some responsibility to other staff members.

- **Term of Office (Page 3)**

Directors shall serve a one year term and may serve a maximum of three years unless they are elected as an officer. Election of Board members shall take place in January of each year, unless changed by a vote of the Board. The Board may at its discretion also have the authority to stagger the terms of Board members.

- **Board Governance and Management Distinction (Page 5)**

A clear distinction will be made between "governance" and "management." In an effective charter school, there will be strong links between governance and management, but there are important differences between governance -- such as making decisions on major policy-making or setting overall outcomes.

The Board has many major decisions to make and actions to take. Some of these occur annually; approving the budget, reviewing the performance, and monitoring student outcomes. It is important to emphasize that the Board's meeting time is limited and this resource should be allocated to making major decisions and developing policies for York Academy.

The Board also has limited time to make decisions. Therefore, it is important to use our Directors' time well and for Board structures and procedures to point them toward major decision-making and away from distractions and lesser matters.

- **Director Duties and Responsibilities (Page 5- 6)**

1. **Support the School's mission and purpose.** The Board should establish outcomes for the school based on the school's mission and purpose. The new Board of Directors' will learn the mission of the school. Each individual Director should fully understand and support the mission and purpose of York Academy.
2. **Select the charter school Administrator.** The Directors must reach consensus on York Academy's principal's job description and undertake a careful search process to find the most qualified individual for the position.
3. **Support the Administrator and review his or her performance.** The Board should ensure that the Administrator has the moral and professional support he or she needs to further the goals of the school. The Administrator, in partnership with the entire Board, should

decide upon a periodic evaluation of the principal's performance.

4. **Ensure effective organizational planning.** As stewards of the school, the Board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
5. **Ensure adequate resources.** One of the Board's foremost responsibilities is to provide adequate resources for the school to fulfill its mission. The Board should work in partnership with the Administrator and development staff or consultant, if any, to raise funds from the community.
6. **Manage resources effectively.** The Board, in order to remain accountable to Ball State University, parents, students, donors, the public, and the IRS must approve the annual budget and ensure that proper financial controls are in place.
7. **Determine and monitor outcomes.** The Board's role in this area is to determine which outcomes are the most consistent with York Academy's mission, and to monitor our effectiveness.
8. **Enhance York Academy's public image.** York Academy's primary link to the community, including constituents, donors, the public, and the media, is the Board. Clearly articulating the organization's mission, accomplishments, and outcomes to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.
9. **Assess its own performance.** It is the Board's responsibility to ensure that the total organization is effective in achieving its outcomes. The Board must evaluate its success as a Board. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved. Each individual Board Director needs to be evaluated annually as well.

- **Officer Job Description (Page 8)**

CHAIR – The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

VICE CHAIR – The Vice Chair shall have the powers and perform all the duties of the Chair in his / her absence or during his / her inability to act. The Vice Chair also shall perform such other duties as the Board of Directors may from time to time direct.

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

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

- **York Academy Board Committee (Page 8 – 9)**

- 1) **FINANCE COMMITTEE** – Provides advice on policies and procedures for the financial management of the assets of York Academy including such matters as budget, investments, and the receipt of gifts and other cash.
- 2) **EXTERNAL AFFAIRS COMMITTEE** – Works closely with the Administrator, Directors and fund development staff or consultants to coordinate fundraising activities, public relations and marketing activities, working with appropriate staff assist in developing an annual public relations and marketing plan. Guides the strategy for donor development.
- 3) **FACILITIES COMMITTEE** – Responsible for all the physical assets of the organization to ensure the proper maintenance and upkeep of the building(s).
- 4) **OUTCOMES / EVALUATION COMMITTEE** – Works closely with the Administrator and appropriate staff on curriculum, teacher / staff training and student assessment.
- 5) **NOMINATING COMMITTEE** – Responsible for selecting, interviewing nominees and evaluating individuals who are qualified to serve on the Board.
- 6) **PERSONNEL COMMITTEE** – Responsible for selecting and evaluating the Administrator annually, reviewing annual performance appraisals of senior staff submitted by the Administrator, establishes compensation policies, designs employee benefits and other personnel issues.
- 7) **PARENTS / STAFF ADVISORY COMMITTEE** - Provides input, and counsel to the Board and / or specific committees.

Board-Staff Relations - Role of the Board in Selecting and Supporting the Administrator (Page 29)

The selection and support of York Academy's Administrator is among the critical

roles and responsibilities of the Board. The charter school needs a good leader. A Board is responsible for recruiting and supporting a dynamic administrator who can provide vision and leadership to the school.

The Administrator acts as the bridge between the Board and the staff of the organization. She or he is designated to act on behalf of the Board to implement its decisions. The Administrator is given the authority to hire, organize, and supervise the staff of the school, to develop appropriate policies and procedures, and to allocate resources within budgetary guidelines. When looking for an Administrator, the Board must assess the school's specific needs, then seek a qualified individual who has the skills and experience to guide the school in meeting those needs. The Board should also periodically evaluate the performance of the Administrator in carrying out the decisions of the Board and other assigned responsibilities.

Laying The Foundation For An Effective Relationship (Page 29)

An effective working relationship between the Board and the administrator is built upon several concepts. First of all, the Board administrator relationship should reflect the distinction between “ends decision-making” by the Board of Directors and the means used by staff to achieve the ends set by the Board. Ends decision-making has the effect of creating boundaries with autonomy for the Administrator and his or her staff. Such Board major decisions including setting the budget, determining outcomes, determining the strategic plan, formulating major policy, and interpreting laws and regulations with which York Academy must comply, create the playing field upon which the administrator has authority to act.

The Supervisory Role of the Board of Directors (Page 29 – 30)

The Board has a supervisory or oversight role to play with respect to the York Academy Administrator. But this is as far into the organization as the board's supervisory role should extend. The Board hires, supervises, evaluates, compensates, and (if necessary) terminates the charter school administrator. The Administrator, in turn, hires, supervises, evaluates, makes compensation decisions within the scales and budget set by the Board as provided for by the Board-approved annual budget. However, the Board is the ultimate employer of the staff in the following sense. It is the Board that makes personnel policy. Personnel policy may be recommended by the Administrator and/or the personnel committee, but only the Board can make the final decisions. The Board will also give final approval of wage and salary scales, fringe benefit programs, vacation plans, and so forth. Finally, the board, usually acting through its personnel committee, may occasionally be called upon to function as a grievance committee with respect to an employee who has an unresolved dispute with the charter school Administrator and who seeks relief from some higher authority.

Effective Hiring or Selection Process for the Charter School Administrator (Page 30)

An effective working relationship between the Board and Administrator has its roots in the

approach used by the Board to select the Administrator in the first place. It has been said that the most important decision made by a board is the decision to hire the first administrator for York Academy. The Administrator is given the authority to hire, organize, and supervise the staff of the organization, develop appropriate internal policies and procedures, and allocate resources within budgetary guidelines. When looking for a new (or first) Administrator, the Board must assess the school's specific needs, then seek a qualified individual who has the skills and experience to guide the school in meeting those needs.

During the search process for an Administrator, the Board should clearly communicate to prospective candidates the following:

- How the Board defines its roles and responsibilities.
- How the Board defines the roles and responsibilities of the administrator.
- How the Board views the working relationship between itself and the Administrator.

At the same time, there should be an opportunity for prospective candidates to talk about their own view of the Board-Staff relationship in order to make sure that the philosophy and style of the Board and candidate are compatible.

Evaluation of the Charter School Administrator (Page 31 – 33)

One responsibility of the Board of Directors is appraising the work of the Administrator. This evaluation can help to improve the confidence, support, growth and working relationship between the board and the Administrator. While this review is sometimes avoided or done poorly, it represents an opportunity to identify challenges in program or performance, provide recognition to the Administrator and strengthen York Academy's overall management. This evaluation process can also play a key role in clarifying and strengthening the Board staff relationship

The Administrator should expect to receive a coherent view of the Board's opinion of his or her work on an annual basis. The evaluation process will be more effective with advance planning. At a minimum, the appraisal can take the form of a pre-arranged discussion between the administrator and the Board chair, although the evaluation should have a written component as well.

The administrator's performance should be measured in relation to his or her job description, and the evaluation may cover the following activity areas: staff relations; administration; planning; educational program; leadership; fiscal management; external public relations; effectiveness in working with the Board to meet the requirements of the charter contract and the overall strategic plan of York Academy; and effectiveness in helping the Board achieve its own accountability and level of responsibility. The specifics of the evaluation process should be determined

by the personnel committee or a task force of the Board, and the Administrator should be informed of the process in advance. An executive committee or the Board chair can report the conclusions of the evaluation to the charter school administrator.

The type of evaluation the charter school utilizes can include any of several elements:

- Written input from all of the individual Directors;
- Written input from peer staff members;
- Self-evaluation;
- Intermittent observation;
- A formal rating system;
- Linkage to outcomes;
- An open-ended discussion of career goals and paths; and
- Opportunity for the administrator to respond.

One approach is for the Board chair to circulate a questionnaire to all of the Directors asking specific questions about the administrator's performance during the past year. The questionnaire can use a ranking system (i.e. 1=outstanding, 2=expected, 3=below expectations, 4= not satisfactory) and include space for narrative comments. The Chair can then summarize these responses and communicate them to the Administrator, seeking his or her reaction. At that point, the chair and the Administrator can set performance objectives for the coming year, and then a report can be made to the full board for review. After that, changes in compensation can also be discussed.

With so much riding on this critical process, here is a seven-step sequence to utilize in designing the administrator performance review process.

- **Step 1 - Determine who will be responsible for conducting the performance review process.** This responsibility may be for the executive committee or a personnel committee. The Board may also choose to establish an ad hoc group for this specific purpose. It's generally not advisable for the entire Board to handle the performance review. Depending on the size of the Board, it can be a bit intimidating for even the most self-assured and courageous Administrator to face a large group. Group size can also inhibit the kind of frank and open conversation about performance issues that is one of the hallmarks of an effective performance review process.
- **Step 2 - Development of the performance review process and timetable.** This step and the rest of the sequence is delegated by the Board to the appropriate committee as described in step one above. A critical element in the performance review process is a written evaluation survey instrument. The

appropriate committee will also develop a timetable for the entire process. The performance review process and timetable can be shared with the Administrator for input. He or she may also be able to assist the committee in finding resources and sample documents. The Board of Directors of the school receives the performance review process and timetable and then adopts it as the official procedure. The procedure is then implemented in the following way.

- **Step 3 - Set performance expectations for the charter school Administrator.** The process begins with the committee review of the following four things: the current written job description for the Administrator, relevant sections of the York Academy educational plan and contract, as well as the charter school strategic plan, and the past performance of the administrator. It is very important to link performance reviews directly to administrator job descriptions, so a good first step is to update or review this job description. The job description ought to be results oriented and avoid going into detail about how the job is to be done.
- **Step 4 - Conduct the performance review.** The designated committee then conducts the performance review according to the previously agreed upon timetable. It's important that the rules of the game not be changed in midstream! The Board should ensure that the administrator is getting continuous feedback throughout the year, not just annually in the formal performance review.
- **Step 5 - Develop performance development action plan.** The charter school administrator then develops an action plan based on the results of the performance review. This action plan should identify areas of strength and weakness and strategies for continued professional growth of the administrator. The plan can also identify supportive roles that the Board can play.
- **Step 6 - Review the performance review process.** After performance review process has been completed, it is good practice to review the entire process to determine what worked, what didn't work and what changes would strengthen the process in the future.
- **Step 7 - Repeat steps 1 through 6.**

Governing Board – Election / Selection process, terms, removal of Board Members

- **Action Steps for Recruiting Board Members (Page 9 – 10)**
 - 1) Organizers will serve as Nominating Committee
 - 2) A Job Description has been created
 - 3) Organizers will create a master list of potential Board members (see attached initial list)

- 4) A focus will be on ensuring diversity for the Board
- 5) A recruitment packet of materials will be developed to include:
 - Information about York Academy
 - Copy of York Academy brochure
 - Selected materials about charter schools
 - Copy of recent press releases / press clippings announcing York Academy
- 6) Personal interviews will be conducted with those who are interested
- 7) Five (5) to thirteen (13) Directors shall be elected
- 8) A formal orientation will be conducted for all new Directors
- **Potential Board Members**
 1. David Aebersold
 2. Lana Aebersold
 3. James Aebersold - Arts
 4. Ron Barnes – CPA, managing partner, McCauley Nicolas, CPA Firm
 5. Judge Cile Blau
 6. Lynn Bunn, Southern Indiana Board of Realtors
 7. Cheryl Burns – IUS Translator to Teach Program
 8. Uric Dufrene – Former Dean IUS School of Business
 9. Karen Ellis
 10. Diane Fischer – L&D Mailmasters
 11. Roger Fischer – Budget Printing
 12. Greg Fitzloff – retired Southern Indiana Chamber of Commerce executive
 13. Bill Hannah – Actor, Derby Dinner
 14. Randy Napier – Health Care Executive, Southern Indiana Rehab Hospital, CEO

15. Gary Maloney – President, Nu Yale Cleaners
16. Rick Madden – retired Morgan Stanley Partner
17. Stacy Myles Miecser – African-American business woman
18. Alan Muncy – Developer
19. Ms. Shirley Ohta – Eagle Steel Products
20. Martin Padgett – Clark Memorial Hospital
21. Dr. Curtis Peters
22. Pam Peters
23. Ann Pfau – Geo. Pfau’s Sons
24. Chip Pfau – Geo. Pfau’s Sons
25. David Reinhardt, Clark County Treasurer, ex Humana finance executive
26. Rudy Rice - Educator
27. Kyle Rideout – Director, Paul Ogle Performing Arts Center
28. Lillian Rose – Hispanic Connection
29. Dick Schleicher
30. Alice Schleicher
31. Kimbera Schleicher
32. Tim Searcy – Accent Marketing
33. Suzanne Slayton, Southern Indiana Board of Realtors
34. Dustin White – Attorney

- **Prospective Board Member Invitation Letter Draft**

Dear [Name],

In August, York Academy will appoint an inaugural Board of Directors. You have been recommended as a possible candidate for the Board. We are requesting that you give serious consideration to nomination for a Board Director. A number of one year, two year, and three year board terms will be available in the beginning.

York Academy has submitted an application to Ball State for the school year 2012 - 13. We have the only application being processed for Southern Indiana. A final approval will occur in early December.

We plan to offer grades K through 5th grade in Clarksville with an initial size of 250 students. We are committed to major diversity in our student body to include African Americans, Hispanics, low income, Asian and special education students. A copy of our first press clippings is included for your review.

As organizers our role is to initiate the charter process, make plans to implement the school and to select a screening Board from the community.

York Academy will have a positive impact on children and families we serve. The Board of Directors will play a central role in this important work.

Because of your experience and involvement in the community, we feel you are well-qualified to be nominated for a Board position. As you consider this opportunity, we ask you review the Director position description included in this mailing. As you will see, we are expecting the Board to be an active one.

A primary responsibility of Directors is to participate in the development of policy and major decision-making at monthly board meetings. Another key responsibility is to be active on an ongoing basis in a committee of the Board. This year, Board nominees will be asked to make that commitment before they are voted onto the Board. Copies of committee descriptions are also included in this mailing for your review.

A member of our organizers will contact you by phone to discuss this invitation with you. You may have already received this call. In the meantime, if you wish to be considered as a candidate for the Board of Directors, please send the enclosed response form. If your answer is "yes" you will be asked for a personal meeting with one of our organizers to review Board responsibilities in more detail and to receive

additional information about the York Academy of Discovery.

If you have questions please contact me, Mike Johnson, home 812-948-1767, cell 502-741-3625, mike.johnson2@insightbb.com

Sincerely,
Mike Johnson
York Academy of Discovery

- **Board Nomination Response Form (Page 13)**

_____ I am interested in being considered for a York Academy Board position.

_____ Contact me, I need more information before I can decide if I want be considered for a Board position.

Name _____

Day Phone _____ Evening Phone _____

Return by mail to:

Mike Johnson
528 Drawbrook Circle
New Albany, IN 47150

- **York Academy of Discovery Board Application Form (Page 14)**

Complete this form and return to Mike Johnson, 528 Drawbrook Circle, New Albany, IN 47150 by _____, 2011.

Name: _____

Employer and Title: _____

Address: _____

Street	State	Zip
Phone: (W) (____)_____ (W) (____)_____		
(C) (____)_____		
Relevant Community Experience and/or Employment (attach resume if relevant):		
Why are you interested in serving as a Board Director of York Academy?		
Area(s) of expertise / Contributions you feel you can make to York Academy as a Board Director:		
Other volunteer commitments:		
• Board Nomination Form (Page 17)		
Nominee: _____		

Employer and Title: _____

Address: _____

Street

State

Zip

Phone: (W) (____)_____ (H)(____)_____

(C) (____)_____

Recommendation for: ___Board ___Committee:_____

Describe skills and talents of the nominee:

To your knowledge, what access to resources does this nominee possess?

Why are you recommending this person?

Nominator: _____ Date: _____

Please return the completed form to:

Mike Johnson

528 Drawbrook Circle

New Albany, IN 47150

	Term ending 2012					Term Ending 2013					Term Ending 2014				
GENDER:															
Male															
Female															
AGE:															
20-35															
36-55															
56+															
RACE/ETNICITY:															
African American															
Caucasian															
Native America															
Hispanic															
Asian-American															
Other															
LOCATION:															
City															
County															
Rural															
Other															
FINANCIAL POSITION:															
Self-employed															
Salaried															
Philanthropic															
CONSTITUENCY:															
Parent															
Civic/Business															
Educator															
Community															
Other															
SKILLS															
Fundraising															
Public Relations / Marketing															
Planning															
Financial															
Personnel															
Legal															

Education Expertise																		
Facilities																		
Finance / Banking																		
OTHER:																		

Categories to Consider

Categories to Consider					
Areas of expertise / professional skills:					
Organizational and Financial management					
Community Development					
Administration					
Academic/education					
Business/corporate					
Accounting					
Banking and trusts					
Investments					
Fundraising					
Charter school law/regulations					
Government representative					
Law					
Marketing					
Personnel					
Physical plant (architecture, engineer, facilities)					
Strategic or long-range planning					
Public relations					
real estate					
Community resident					

- **Transition from Organizers to a Board (Page 38)**

Obviously, at some point a transitional period will occur when the authority for York

Academy of Discover is transferred from the Organizers to the new Board.

Perhaps logically, the new Board should be in place before September 23, 2011 when the first charter proposal is due at Ball State. Ball State would very likely expect a Board to be in place prior to this submission date.

From September 23 through December, the Organizers and Board would work side-by-side to:

- Move the charter forward
- Negotiate the charter agreement
- Organize the public hearing in November
- Prepare to apply for the Pre-Planning grant
- Continue preparations to open the school in August, 2012
- **Term of Office (Page 3)**
Directors shall serve a one year term and may serve a maximum of three years unless they are elected as an officer. Election of Board members shall take place in January of each year, unless changed by a vote of the Board. The Board may at its discretion also have the authority to stagger the terms of Board members.
- **Annual Board Self-Evaluation Process (Page 24 – 26)**

Another key practice in building an effective board is the establishment of a process for annual self-evaluation of the Board. A well-planned recruitment process and an effective committee structure lay the groundwork for improved Board performance. However, every so often the Board as a whole needs to step back and look at itself. A process for Board self-evaluation will help to maintain a high level of performance. It happens informally when Directors get together and talk about individual and Board concerns. But a formal process is also necessary. Notice that we are speaking of "self evaluation" of the Board. In order to maximize Directors' commitment to the process, it is important that they are participants in the assessment process, rather than the passive recipients of someone else's evaluation of their performance.

An effective Board self-evaluation process includes the following features:

- **Agreement about individual Director performance.** The foundation of an effective self-evaluation process is the written Director job description. This description is a foundation document and needs to be reviewed by the Board on an annual basis. In addition to expectations listed in the job description. Other criteria that can serve as reference points for evaluation can include:
 - Study and preparation for meetings;
 - Willingness to make constructive comments during meetings;
 - Contribution of special expertise;
 - Representation of York Academy in the broader community.
- **Annual process.** An effective process for self-evaluation of the Board will be conducted on a regular, yearly basis. A good time is midway into the board year. By then, Directors have had an opportunity to demonstrate their commitment and enough time remains to take corrective action if necessary.
- **Two-way Communication.** In order to have Director support for the process, the evaluation will need to be viewed as a vehicle for two-way communication to provide feedback on performance by individual Directors and also to solicit feedback from individual Directors on the performance of the Board as a whole and the level of support that they receive from their leaders as well as staff. A thorough evaluation would cover two areas: individual Director performance and a look at Board and committee operations as a whole. Each Director should first be asked to assess their performance as a Director in critical areas such as input into policy and decision-making, committee participation, and fundraising. Directors should also be asked if there are any factors that have helped or hindered their performance. Finally they should be asked what they would need to maintain or increase their level of commitment.
- **Follow-through.** An effective evaluation process will also lead to concrete plans for corrective action including a commitment on the part of the board to follow through so that the results of evaluation process lead to measurable improvements in board performance.
- **Board director accountability.** The results of this assessment can then used by the President and Executive Committee to determine which board directors deserve positive feedback for acceptable performance and which board directors, because of inadequate performance, need to be reminded of their responsibilities. And finally, an effective evaluation process will relate directly to the overall board recruitment and nominations process. For example, a board director who has not followed through on commitments is unlikely to be asked by the board development committee to run for a second term even though the bylaws may allow for this.

Ongoing Individual Accountability Contacts

The importance of the annual self-evaluation process notwithstanding, board directors need to be held accountable by leadership on an ongoing basis. For example, if a member is absent from a Board meeting and did not call in advance. It is important -- especially with new board directors -- for a personal contact to be made soon thereafter. (Telephone or email is the fast and easy way.) All too often, nothing happens when board directors fail to show up. The unintended message is "no big deal." But it is a big deal -- it's one of the basic expectations. Board directors can't be effective decision-makers if they're not in the room. If the message received is that it's apparently not a problem if "I don't show up and don't call in advance," it becomes too easy for members to be lax about meeting attendance in the future. And then what might otherwise be an isolated absence becomes a pattern. If the contact is made right away, it can have the tone of a friendlier reminder: "We really missed you at the last meeting board meeting. It's important that you attend regular board meetings. It's something we stressed in the orientation and you first came on the board. We value your input. Is there anything we can do?" And most of the time, the board director will appreciate this show of interest.

The same approach -- immediate response -- is even more important when the performance problem is more serious. Board directors who give in regularly to the temptation to micromanage or meddle, the board director who doesn't carry out other critical board responsibilities, the Board Director who constantly dominates discussion, and any other behaviors that run counter to the board's agreed-upon norms for meeting or individual board director conduct. And remember, usually the problem behavior doesn't get better; it usually gets worse leading to an even greater intervention down the road.

And by the way, the responsibility for making these kinds of personal contacts is the responsibility of board leadership, the chair or one of the other officers. It is not the responsibility of the charter school administrator, though frequently the task is passed off to him or her. Holding each other accountable as board directors is clearly a board responsibility -- not a staff responsibility.

- **Individual Board Director Self-Review Form**

Your name: _____

Part 1 Are you satisfied with your performance as a board director in the following areas: (check spaces that apply below)

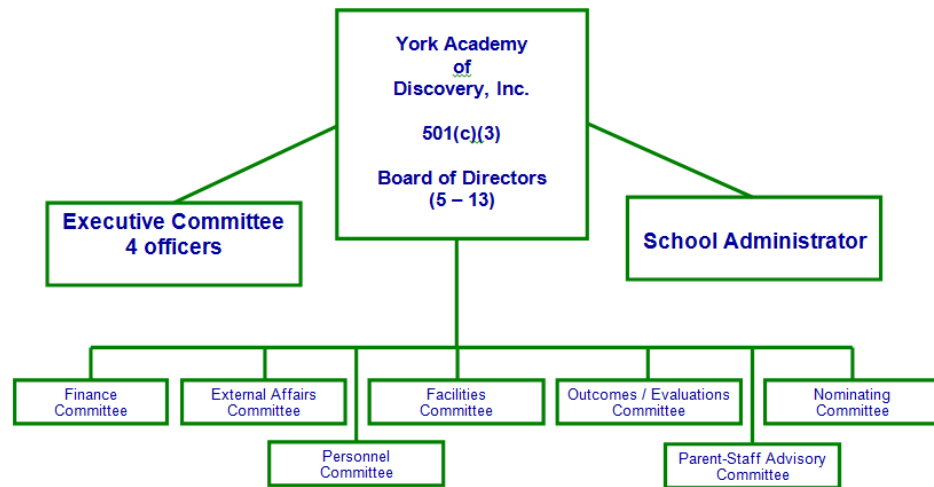
	Very good	Adequate	Needs work
• Attendance at board meetings	_____	_____	_____
• Attendance at committee meetings	_____	_____	_____
• Input in policy development and decision-making	_____	_____	_____
• Fundraising	_____	_____	_____
• Community outreach	_____	_____	_____
• Other _____	_____	_____	_____

Part 2 What factors contributed to your performance or lack of performance in the areas above: (Please be specific.)

Part 3 Here's what I would need from the charter school to maintain/increase my level of board commitment:

Part 4 Do you have any other comments or suggestions that will help the board increase its effectiveness?

YORK ACADEMY OF DISCOVERY, INC. ORGANIZATIONAL CHART



In addition, York envisions two committees that are not Board committees:

- Parents
- Staff

These two groups will be a forum to capture input from parent families and faculty. Concerns and relevant issues will be submitted to the Parent-Staff Advisory Committee for review by the Board.

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

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

c. Attach Articles of Incorporation

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

21. Principal Leadership

Educational Role

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

PRINCIPAL LEADERSHIP

Day to Day Management

The Director/Principal will manage the overall operation of the school on a day to day basis. The National Paideia Center lists essential elements of a Paideia school in the area of leadership as follows:

- *School leaders consistently articulate a common vision aligned with the Paideia philosophy.
- *Decisions are made democratically on the basis of what is best for students.
- *Students in the school learn to become self-governing, both as individuals and as a group. Students are active participants in the democratic process.
- *Leadership is shared such that organizational management and instructional leadership are of the highest quality.

All entities will work together to ensure the success of York Academy of Discovery. The Board will oversee the successful operation of York Academy. All staff will work together and with the board to ensure that our daily operations are a success and benefit the needs of all students.

York Academy of Discovery desires to manage the school in the most effective way possible and also to meet the needs of the whole child. We believe that people from all backgrounds and abilities will impact the day to day operations of managing York Academy of Discovery. Listed below are positions that will impact the day to day decisions and operations of our school.

Unit leaders, special education teacher, part time counselor, and general education teachers will also provide daily administrative help to the school. All staff will have direct daily impact on the organization and management of our school. They will be involved in problem solving and decision making for making our daily operations a success.

Division of Roles between Board and Administrator (Page 34 – 35)

This chart describes the roles and responsibilities of the Board and the administrator in critical areas. This chart should be reviewed on an annual basis and updated if necessary.

<u>Responsibility</u>	<u>Board Of Directors</u>	<u>Administrator</u>
Legal	• Exercises fiduciary role to ensure that the charter school is properly managed. The Board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions - - avoidance of conflicts of interest.	• Must provide information to the Board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the Board if either of the situations is likely to occur.
Finance and Accounting	• Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place.	• Prepares annual budget with input from staff and finance committee • Oversees preparation of periodic financial reports. • Implements proper financial controls.
Planning	• Develops outcomes. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan.	• Establishing mission and program direction for the school. Contributes to vision of the school; and assists the Board in maintaining focus and momentum for the charter school • Develops specific program goals and objectives based on the school mission. • Develops reports or oversees staff development of reports to demonstrate program progress.
Policy	• Develop and adopt written policies • Responsible for reviewing policies periodically	• Identifies need for new policies • Responsible for assuring the implementation of policies and for assisting the Board in analyzing policy options
Personnel	• Sets and reviews personnel policies. • Hires administrator and evaluates the	• Implements personnel policies. • Recommends changes in personnel policies to the board. • Hires all personnel and

	administrator's performance.	evaluates performance of staff members (or delegates to appropriate supervisor).
Resource Development	Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation.	- Conduct research and maintain information database. - Assist in fund development efforts. - Reviews and approves all major grant proposals.
Board Accountability	- Establishes and communicates clear expectations of Board directorship - Assures effective participation of Directors	- Facilitates training and information exchange for members in preparation for selection of Directors - Facilitates effective communication among Board directors
Decision-making	- Works with the administrator in making decisions - Assures appropriate involvement of board directors in charter school decision making	Makes action decisions with the Board, collaborates both with the other staff and Board in making decisions
Community Relations	- Promotes the school to parents and the general public, including serving as an emissary of the school to the broader community. - Promotes cooperative action with other schools.	Interprets the mission of the school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the Board for an effective division of labor.
Contracts	Approves contracts	Manages contracts

b. Describe the qualifications required for the school leader.

Job Qualifications for Administration

Director/Principal

Education & Experience: Holds an earned Masters Degree in education with a minimum of nine years in an administrative position such as a principalship; valid state certification in school administration; knowledge of the principles and practices of school administration and current educational practices.

Human Relation Skills: Ability to serve as the agent of the Board and the school with the overall responsibility for its operation; ability to serve as the legal representative of the Board designated to sign for all matters of the school; ability to plan and prepare agendas for board meetings; ability to advise the Board on matters requiring board action and policy formulation; ability to unite the Board and community to provide a school that serves the best interest of kids; demonstrates facilitator abilities; promotes the incorporation of community resources.

Instructional Leadership Skills: Ability to serve as an instructional leader of the school; demonstrates a knowledge of curriculum; can apply data driven instruction; provides for a diverse learning community; implements achievement testing; ability to be creative and implement problem solving strategies for educational challenges; coordinates training for staff and Board to support the mission of the school; develops staff leaders; oversees special education meetings as the School Representative.

Business Skills: Manages the school budget; conducts business operations in accordance with law; ensures that all aspects of the school support the mission; works with the board to coordinate fundraising; plans for long-term and short term needs of the school and communicates those needs with the Board; monitors plant – office - and equipment maintenance; works with the board to develop and maintain contractual agreements.

Human Resource Skills: Demonstrates the ability to recruit qualified personnel; maintains a system of performance evaluation of all employees; demonstrates application of disciplinary action; unites staff in supporting the school mission and kids; recommends needed staffing;

Professional Growth: Demonstrates a life-long learner model; establishes a professional growth plan for the school as a whole including the Board.

Student Skills: Ability to form positive relationships with students; encourages student self-assessment and goal setting; encourages student achievement based on the whole child; ensures a safe and child-centered environment; strengthens and supports families and incorporates parents into the mission of the school; supports students in achieving academic success - relationship and social success - confidence in oneself - and artistic/sports endeavors that lead to a fulfilled life.

Communication Skills: Ability to communicate effectively both orally and in written form, involves students, families, staff, and community in the mission of the school; implements a reporting system of student and school progress.

Management/Organizational Skills: Maintains all school records; monitors class and school enrollment; demonstrates the ability to plan, schedule, and organize; demonstrates the ability to delegate responsibility and authority.

Other Skills: Demonstrates computer skills – is willing to be a life-long learner in the area of technology.

The employer of this position is York Academy of Discovery.

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

The Board of Directors must reach consensus on York Academy's principal's job description and undertake a careful search process to find the most qualified individual for the position. When looking for an Administrator, the Board must assess the school's specific needs, then seek a qualified individual who has the skills and experience to guide the school in meeting those needs. The Board will review the proposed job description for the Administrator. The Board will then seek qualified individuals to interview for the position. The Board will take applications and interview perspective candidates. The criteria used to select the individual will be based on the job description and outcomes for the school. Outcomes will be academic based and mission based. Recruitment will include College & University contacts, advertising, Facebook and posting the job on the school website.

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

The Board of Directors will select the Administrator of York Academy. Interested candidates will submit an application to the Board of Directors. The Board of Directors will review all applications. They will select individuals for interviews. Board members will determine if anything else needs to be done to determine the person to be hired. The Board will then hire the person that meets the needs of the charter school mission and the school outcomes. Once the charter is approved the Board will begin looking for an Administrator. At this time there is no administrator in place.

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

School Management

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

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

No EMO

22. Staffing

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

The school enrollment is expected to be about 250 students. The school will employ 1 administrator, 1 administrative assistant, 12 licensed teachers, 6 classroom assistants, 2 special education teachers, 1 media clerk, 1 physical education teacher, 1 food service person, 3 maintenance staff, ½ health assistant, ½ speech teacher, 1 clerical person, 1 technology coordinator, 2 coaches, 2 half time arts coordinators, half time counselor, 1 ESL teacher, 1 bookkeeper, 1 staff person for substituting, and 12 extended learning personnel (specialists). The 12 licensed teachers will serve grades K- 5, 2 classes per grade level. The six assistants will be assigned one per grade level. Two special education teachers will serve the school and will train assistants to work with special needs students at each grade level. They will oversee the special education program. One ESL teacher will serve the school training teachers and assistants to work with ESL students. He/She will oversee the ESL program and work with the Hispanic Connection. A media clerk will take care of classroom libraries and assist with literature instruction. One physical education teacher will serve the school and coordinate the sports program. A food service person will take care of serving breakfast and lunch. Three maintenance staff will take care of facility and grounds, hours will vary so we have one during the day and two staggered for afternoon/evening. A half time health assistant will take care of health records and health needs. A half time speech teacher will provide speech/language services. Full time clerical person will assist in the office. A bookkeeper will manage finances and financial reports. An administrative assistant will manage the office, develop reports, and assist the principal. One principal will manage the day to day operations of the school. A technology person will be responsible for all technology issues, trainings, technology curriculum. Coaches will provide extra-curricular sports opportunities. The Arts Coordinators will oversee the Arts program and Foreign Language Program. The counselor will service social-emotional needs. The substitute teacher will be on hand each day for teacher/assistant absences. The extended learning specialists will be providing art, music, foreign language services to our students.

Year One and Year Two Anticipated Teachers to Student Ratio

Year One: York Academy will employ approximately 12 General Education Teachers, 1 and 1/2

Special Education Teachers, 1 part time speech teacher, 1 Foreign Language Teacher/ELL, 1 Technology Teacher/Remediation; 1 Special Area Teacher; 1 Media Resource; 1 part time counselor, 6 assistants, 2 half time sports/arts coordinator (not a certified position), and 12 extended learning personnel

Based on anticipated enrollment the student-teacher ratio will be 15.6:1.

Year Two: Will be the same as year one with the possibility of adding more extended learning personnel and increasing the counselor to full time. We have not added these to our second year budget since it is a slim possibility.

Our dreams would also be to have a full time reading remediation teacher at some point. We would like to invest in people rather than commercially published materials. We would like to maintain ratios that provide for strong teacher-student relationships. We believe that teacher-student relationships are the most important factor in increasing student achievement.

Attach Tables 22a and 22b as PDF's (Portable Document Form) named, **Attachment 22a – First Year Staffing** and **Attachment 22b – Staffing Projections**

23. Staff Recruitment and Retention

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

Recruiting & Retaining High Quality Staff

York Academy of Discovery believes that teachers and staff are the number one ingredients to increasing student achievement. Therefore, York Academy strives to select and retain the very best people to meet the needs of our students. We will strive to provide pay that is close to the local school districts. Benefits will be provided. Giving employees a sense of ownership in our school and in decision making will connect them to our school. Building a sense of teamwork and family with a focus on relationship will create a bond with people in the school. Training and mentoring will be ongoing. Time for daily planning and professional development will be provided. Working conditions is one of the major factors in recruiting and retaining quality staff. Therefore the following will be done to help recruit and retain awesome staff:

Competitive salaries

Safe and orderly environment

Provide necessary materials to teach

Parent support

Collaboration and cooperation between staff members

Network of supportive colleagues
A classroom of their own
Supportive and encouraging Administrator
Ongoing support group
An administrator that is a strong instructional leader
Development of staff leadership skills
Clear expectations of staff and students
High expectations for student conduct

Ensuring a Diverse Staff

Since our hope is to have a diverse student population, The York Academy of Discovery would also like to provide a diverse staff. We will be looking to the universities, IUS & U of L, to help us in our search for qualified teachers that will meet our diverse wishes. All teachers will meet the Highly Qualified requirements of the No Child Left Behind Act.

Our arts and sports programming at the end of the day will make use of “specialists” that may not be certified teachers – for example someone from Louisville Ballet may lead dance classes. All these “specialists” will be under the direction and supervision of a certified teacher.

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

York academy will have a Leadership team that will help manage and govern the school. All staff members will have a voice and will be allowed to question and make suggestions. Lead teachers and specialized teachers such as special education and ESL will manage their respective programs for the school as well as be leaders for general education teachers.

Finance and Facilities

24. School Financial Plan

Describe the school's financial plan and policies in compliance with requirements by the State Board of Accounts. State Board of Accounts Manual

a. Explain the process your school will use to develop its budget.

24. School Financial Plan –
a. Budget Process:

- The annual Budget will include input from teachers, parents, administrators, and Principal. The use of a Finance Committee comprised of members of the Governing Board and the Principal shall solicit input from the above constituents.
- The above process shall begin the first of the new calendar year. Documented requests from these groups shall be made in a preliminary fashion to the Finance Committee no later than March 1st of each year. The Finance Committee shall give preliminary consideration to each request and may ask for clarification and additional detail based upon their initial review. The general criteria for final consideration by this Committee shall give most weight to student classroom needs, followed by professional staff needs and finally to the overall needs of the campus facility. These weights shall be guided by the overall mission and vision of the school as detailed in the learning goals enumerated within this document. An initial draft of the proposed budget shall be given to the Executive body of the Governing board no later than April 15th of each year. Based upon the Executive body's review, further information may be requested from the Finance Committee to clarify and detail the need and impact of the budgeted items. Upon completion of the review by the Executive body, a proposed Budget shall be given to the full Governing board no later than the April Board meeting. If needed, the Board may request additional data and offer suggestions for modification to the Executive body. Upon completion of that process, a final draft of the proposed Budget shall be given a first vote by the Board, subject to being offered to the general public via the local media outlets, including newspaper, York's website, and printed copies available at the school's front office desk. Upon expiration of a reasonable time frame for public comment through the school's website and monthly

Board meeting in May, a final recommendation to either accept the proposed Budget as presented or to request an amendment to the Budget, based upon the public comments, shall be voted upon by the Board at a second meeting at the end of May.

- All approved Budgets shall be monitored on a monthly basis via the financial systems put in place by the school to compare month-to-month and year-to-date actual revenues and expenses to the approved Budgeted amounts. Any significant variations shall be highlighted by the system and reviewed for explanation and clarification by the appropriate personnel for instruction, administration, and facility management. A written explanation of such reviews shall be presented to the school Principal for appropriate remedial action. A summary of these instances and actions shall be presented to the Finance Committee for any needed further study and action to be taken.

b. School's fiscal procedures.

Fiscal Procedures –

- All procedures for safe-guarding the financial integrity of the school's finances shall be in accordance with the Indiana DOE and Ball State Office of Charter Schools' Guidelines for establishment of needed checks and balances consistent with generally accepted principles for establishment of internal controls. These include appropriate separation of handling of the financial resources of the school and the recording, classifying, summarizing and reporting of ALL activities of a financial nature.
- All appropriations above \$500 shall be presented to the Governing Board at its regularly scheduled monthly meeting by the Principal of the school for approval

prior to the release of the funds from the appropriated Fund Account in accordance with the State Board of Accounts Manual. All inter-fund transfers shall be specifically approved by the Board in accordance with the State Board of Accounts Manual, prior to execution of such transfers.

- All monthly budget reports shall be presented to the Governing Board's regular monthly meeting for review and approval as to compliance in accordance with the State Board of Accounts Manual.

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

Audit requirements

An annual financial audit performed under the guidelines set forth in the Charter contract with the Ball State Office of Charter Schools shall be conducted in cooperation with the firm offered by the Charter Office or a Certified Public Accountant recognized and accepted by the Indiana DOE. These audits shall be conducted in accordance with standards for non-profit governmental bodies as recognized by the Governmental Accounting and Auditing Standards Board.

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

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

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

The majority of the budget goes to staff, building costs, and materials. See budget for details.

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

We had to put this piece in the Attachment Created folder. Please see the Attachment folder for this information.

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

Board Actions over Financial Concerns

The Board will review the school finances on a monthly basis. Financial reports will be prepared for board meetings. We will take great care in preparing a balanced budget with a positive cash flow for our projected time periods. If a concern arises about finances, a special meeting will be called to address the issues. We will also consult with Ball State for viable options. We would work with our finance person, our fundraiser, and our grant writer to see if problems could be solved with their expertise. If low enrollment is the problem – we will discuss with the board how to increase enrollment and will immediately begin enrollment strategies. We may have to reconfigure classes. It may be necessary to have 3 first grades and 1 fourth grade, for example. Staff may also need to be adjusted. We will seek an accounting firm to conduct an annual review of our financial procedures, reporting and record keeping.

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

26. Projected Five Year Budget Plans

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

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

Budget priorities will be staff, building costs, and materials. See budget for further details.

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

This agreement entered into by Jesse Ballew, married, of Clark County, Indiana (Seller) and York Academy Of Discovery, Inc., an Indiana non-profit domestic corporation, whose address is 4127 Autumn Drive, New Albany, Indiana, Floyd County Indiana, (Buyer)
WITNESSETH:

Seller hereby proposes to sell to Buyer, and Buyer hereby proposes to purchase from Seller the following described real estate in Clark County, Indiana:

The property more commonly known as 628 & 632
Eastern Boulevard, Clarksville, Indiana, 47129.

Subject to any and all easements and/or restrictions of public
record that may apply to the above described real estate.

("the Real Estate"), upon the following terms and conditions:

Purchase price shall be Two Million Five Hundred Thousand Dollars
(\$2,500,000.00).

The Buyer will pay Seventy-Five Thousand Dollars down, said
amount to be paid as described below in further terms and
conditions, and the Seller will finance the balance of Two Million
Four Hundred Twenty-Five Thousand Dollars (\$2,425,000.00) for
two (2) years based on a twenty year amortization. The . amount
financed shall bear interest at the rate of six and three-quarters per
cent per annum (6-3/4%) for two years. Payment shall be applied,
first, to the interest on the unpaid balance of the debt, and the

remainder to the unpaid balance.

The Seller, however, may extend this contract after the initial two years. If so, the interest rate shall be adjusted to three and one-half per cent over prime, every two years, but shall never drop below six and three-quarters per cent per annum (6- 3/4%). This contract shall become due and payable in full every two years thereafter unless Seller agrees to continue for another two (2) year period. Buyer may pay this note off at any time without a pre-payment penalty.

Further terms and conditions are:

1) Buyer understands and agrees that there is no warranty, expressed or implied, and that they accept the above mentioned property in an "as is" condition.

2) Subject to Buyer receiving an Issue of Approval and Contract for a Charter School for grades K-5 by Ball State University's Office of Charter Schools. Buyer shall have until December 5, 2011 to receive the necessary approval.

3) Upon Buyer receiving approval from Ball State University (as described in #2 above), Buyer shall make a Good Faith deposit of \$25,000.00 to Seller no later than January 5, 2012. This deposit shall be applied to the balance due to Seller at the time of closing.

4) Subject to all necessary inspections and approval of the property by the Indiana Department of Education.

5) Subject to Buyer receiving permits and zoning to operate a Charter School.

6) Subject to Buyer's review of all environmental reports, surveys and other documents pertaining to the property.

7) Subject to Buyer obtaining adequate, reasonable insurance coverage for the property. Seller shall be named as additional insured and loss payee.

8) Closing shall be scheduled to conclude within thirty (30) days of the satisfactory removal of all contingencies contained herein. Buyer shall pay Seller Fifty Thousand Dollars (\$50,000.00), this amount being the balance owed for the down payment described above, at closing.

9) Real estate property taxes shall be prorated to date of closing. **If** this agreement goes to closing and Seller is the contract holder, then until such time as Buyer is exempted from paying property taxes on the property, Buyer shall pay Seller (on a monthly basis) an amount equal to 1/12th of the annual property taxes. Said amount shall be kept in escrow until property taxes are due and payable. This amount may be adjusted to compensate for tax rate and/or assessment changes.

10) Interest shall begin to accrue on March 1, 2012. During the first two (2) years of this agreement, with payments commencing on April 1, 2012, Buyer shall pay Seller a minimum of \$12,500.00 (partial interest) on the first day of each month. After the initial two years, the amount paid under this section shall be applied to the total interest owed during the initial two year period. The balance of any shortage of interest owed during this time period shall be added to the then principal balance. Buyer shall then begin making full monthly principal and interest payments based upon the terms and rates stipulated herein, beginning with the April 1, 2014 installment.

11) A ten percent (10%) late fee on the P & I will be added on all payments due but not received by 5:30 p.m. on the 10th of each month. All payments received shall be applied to the oldest outstanding balance.

12) Buyer & Seller agree this is a non-binding agreement and either party may cancel this agreement at any time, and for any reason, by giving written notice to the other party. The canceling party shall not have any further obligations to the non-canceling party.

13) The Seller shall be entitled to any and all tax deductions or tax benefits available to the Seller for the difference in the price paid by the Buyer and the actual value of the property as appraised by an appraiser properly licensed and professionally engaged in making appraisals. Any excess being considered as Seller's donation to Buyer.

14) This agreement supercedes all prior written or oral agreements and can be amended only through a written agreement signed by both parties. Provisions of this agreement shall bind and inure to benefit of the Seller and to the Buyer and their respective heirs, successors and assigns.

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

Board Actions over Financial Concerns

The Board will review the school finances on a monthly basis. Financial reports will be prepared for board meetings. We will take great care in preparing a balanced budget with a positive cash flow for our projected time periods. If a concern arises about finances, a special meeting will be called to address the issues. We will also consult with Ball State for viable options. We would work with our finance person, our fundraiser, and our grant writer to see if problems could be solved with their expertise. If low enrollment is the problem – we will discuss with the board how to increase enrollment and will immediately begin enrollment strategies. We may have to reconfigure classes. It may be necessary to have 3 first grades and 1 fourth grade, for example. Staff may also need to be adjusted. We will seek an accounting firm to conduct an annual review of our financial procedures, reporting and record keeping.

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

27. Fund-raising Contributions

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

FUNDRAISING

Without an approved charter, fundraising is extremely difficult. However, we have forged a cultivation process to introduce York Academy to the “major” donor community. Details follow:

- | | |
|---|------------------------|
| 1) Gheens Foundation – very interested in a charter school in Southern Indiana. Numerous meetings with the Executive Director and with one of their educational consultants. York has a pending proposal that could be funded in the December, 2011 grant meeting if we receive a charter before they meet. See attached proposal. | \$150,000 |
| 2) American Commercial Lines – National Company. Materials submitted & pending. | \$10,000 |
| 3) Geo. Pfau’s Sons, Inc. – Discussion on-going with Ned Pfau, CEO, Geo. Pfau’s Sons, Inc. | \$25,000 -
\$50,000 |
| 4) James Graham Brown Foundation – Initial meetings held, largest foundation in Louisville region. Pre-grant application attached. | \$_____ |
| 5) Ken Detenber – Retired corporate executive with Phillip Morris Tobacco. May be a Board member. | \$10,000 -
\$25,000 |
| 6) Greg Fitzloff – Retired President, Southern Indiana Chamber of Commerce | \$5,000 |
| 7) Rick Madden – Retired managing partner of Morgan Stanley Investment firm, now with _____, applied for Board member materials | \$5,000 |
| 8) Jesse Ballew Enterprises – in-kind construction materials / labor on school facility, matching grant | \$75,000
(e) |

28. Insurance

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

We have met with an insurance agent Diane Swank of Insuramax. The Board will select the final insurance agency. Insurance has been budgeted in our plan.

29. Facilities Plan

Describe the facilities needs and cost:

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

This agreement entered into by Jesse Ballew, married, of Clark County, Indiana (Seller) and York Academy Of Discovery, Inc., an Indiana non-profit domestic corporation, whose address is 4127 Autumn Drive, New Albany, Indiana, Floyd County Indiana, (Buyer)

WITNESSETH:

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Subject to any and all easements and/or restrictions of public
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(\$2,500,000.00).

The Buyer will pay Seventy-Five Thousand Dollars down, said
amount to be paid as described below in further terms and
conditions, and the Seller will finance the balance of Two Million
Four Hundred Twenty-Five Thousand Dollars (\$2,425,000.00) for
two (2) years based on a twenty year amortization. The . amount
financed shall bear interest at the rate of six and three-quarters per
cent per annum (6-3/4%) for two years. Payment shall be applied,
first, to the interest on the unpaid balance of the debt, and the
remainder to the unpaid balance.

The Seller, however, may extend this contract after the initial two
years. If so, the interest rate shall be adjusted to three and one-half
per cent over prime, every two years, but shall never drop below six
and three-quarters per cent per annum (6- 3/4%). This contract
shall become due and payable in full every two years thereafter
unless Seller agrees to continue for another two (2) year period.

Buyer may pay this note off at any time without a pre-payment penalty.

Further terms and conditions are:

1) Buyer understands and agrees that there is no warranty, expressed or implied, and that they accept the above mentioned property in an "as is" condition.

2) Subject to Buyer receiving an Issue of Approval and Contract for a Charter School for grades K-5 by Ball State University's Office of Charter Schools. Buyer shall have until December 5, 2011 to receive the necessary approval.

3) Upon Buyer receiving approval from Ball State University (as described in #2 above), Buyer shall make a Good Faith deposit of \$25,000.00 to Seller no later than January 5, 2012. This deposit shall be applied to the balance due to Seller at the time of closing.

4) Subject to all necessary inspections and approval of the property by the Indiana Department of Education.

7) Subject to Buyer receiving permits and zoning to operate a Charter School.

8) Subject to Buyer's review of all environmental reports, surveys and other documents pertaining to the property.

7) Subject to Buyer obtaining adequate, reasonable insurance coverage for the property.

Seller shall be named as additional insured and loss payee.

8) Closing shall be scheduled to conclude within thirty (30) days of the satisfactory removal of all contingencies contained herein. Buyer shall pay Seller Fifty Thousand Dollars (\$50,000.00), this amount being the balance owed for the down payment described above, at closing.

9) Real estate property taxes shall be prorated to date of closing. If this agreement goes to closing and Seller is the contract holder, then until such time as Buyer is exempted from paying property taxes on the property, Buyer shall pay Seller (on a monthly basis) an amount equal to 1/12th of the annual property taxes. Said amount shall be kept in escrow until property taxes are due and payable. This amount may be adjusted to compensate for tax rate and/or assessment changes.

10) Interest shall begin to accrue on March 1, 2012. During the first two (2) years of this agreement, with payments commencing on April 1, 2012, Buyer shall pay Seller a minimum of \$12,500.00 (partial interest) on the first day of each month. After the initial two years, the amount paid under this section shall be applied to the total interest owed during the initial two year period. The balance of any shortage of interest owed during this time period shall be added to the then principal balance. Buyer shall then begin making full monthly principal and interest payments based upon the terms and rates stipulated herein, beginning with the April 1, 2014 installment.

11) A ten percent (10%) late fee on the P & I will be added on all payments due but not received by 5:30 p.m. on the 10th of each month. All payments received shall be applied to the oldest outstanding balance.

12) Buyer & Seller agree this is a non-binding agreement and either party may cancel this agreement at any time, and for any reason, by giving written notice to the other party. The canceling party shall not have any further obligations to the non-canceling party.

13) The Seller shall be entitled to any and all tax deductions or tax benefits available to the Seller for the difference in the price paid by the Buyer and the actual value of the property as appraised by an appraiser properly licensed and professionally engaged in making appraisals. Any excess being considered as Seller's donation to Buyer.

14) This agreement supercedes all prior written or oral agreements and can be

amended only through a written agreement signed by both parties. Provisions of this agreement shall bind and inure to benefit of the Seller and to the Buyer and their respective heirs, successors and assigns.

Renovations will need to be done. Since we just found the building we do not have information at this time of renovation costs.

- b.** Provide evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.

We have approximately 35, 000 to 40,000 square feet of space for 250 students. There are two buildings. We have 18,000 square feet of parking lot. We also have approximately 30,000 square feet of land for playground. The whole property is approximately 4 acres of space.

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

Please see the budget. All building items are included in the budget. Also see section a above. Our budget shows it is viable.

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

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

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

Facility has been identified.

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

The York Academy of Discovery, Inc. will own the facility. No conflict of interest.

30. Accountability Plan Aligned

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

- a.** Includes all students and all subgroups.

York Academy of Discovery will perform in the top 25 percent in core subjects of all public schools in the state of Indiana after five years.

Every student enrolled at York Academy for at least a year will achieve a year's worth of gains in core subjects.

Eighty percent of students at York Academy of Discovery who have been enrolled for at least two years will achieve proficiency on state exams and benchmarks in core subjects.

See Assessment Section.

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

In each subgroup area, 80% of all students who have been enrolled for at least two years will achieve proficiency on state exams and benchmarks in core subjects.

In each subgroup area, all students enrolled at York Academy for at least a year will achieve at least worth of gains in core subject areas.

See Assessment Section.

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

We will develop improvement plans based on Federal targets, AYP, and the State System of Accountability.

The data cycle will be as follows: Collect data-----Interpret data-----Modify instruction

Data will be used to

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies

Achievement Data will include:

- Observational Notes
- Samples of Classwork
- Showcases
- Portfolios
- Formal & Informal Assessments
- Benchmark Assessments
- State Assessments
- Report Cards/Standards Mastery

Other Data to be considered:

- Attendance
- Discipline referrals
- Homework & classwork completion
- Individual student data such as ethnicity, poverty level...

Data analysis will lead to differentiation of instruction and identification of student needs.

Steps for Data Analysis:

7. What do we want to know and learn
8. Obtain data that pertains to this
9. Analyze the data in conjunction with what we want to know and learn
10. Set goals
11. Develop strategies
12. Assess to see if strategies are working

Other necessary items for data analysis:

- Develop a professional learning community that reviews and interprets data
- Establish a school data team
- Provide teachers with a data leader that assists in collaboration and analysis
- Teach students to assess their own individual data and to set goals based on this data

Instructional Strategies to be Implemented include:

- Compare/contrast
- Intellectual Coaching
- Socratic Seminars

Curriculum will be based on common core standards. Assessments will determine the mastery of common core standards.

Technology will be used in assessments: ISTEP & NWEA & SRI (Scholastic Reading Inventory).

Technology will be used to differentiate instruction.

Analysis of Assessment Results:

- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on Applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- NWEA – we will especially analyze growth of students from the beginning of the year to the end of the year. Mastery of skills will be analyzed to guide instruction.
- SRI – will be used to examine growth of reading levels from the beginning of the year to the end of the year. Data will be used to guide Scholastic Reading Counts.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.
- Showcases will be analyzed to determine growth from the beginning of the year to the end of the year. They will also be used to determine mastery of common core standards.

d. High school must include graduation rate as indicator.

Does not apply

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

York Academy of Discovery will have no out of school suspension. This applies to all subgroups. Suspension reports will be used determining this outcome.

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

Attendance rate for all students will be at least 95%.

- g. Additional Targets:

- Student recurrent enrollment

The goal would be to have 80% student recurring enrollment.

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

Does not apply

31. Accountability to Sponsor

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

All procedures for safe-guarding the financial integrity of the school's finances shall be in accordance with the Indiana DOE and Ball State Office of Charter Schools' Guidelines for establishment of needed checks and balances consistent with generally accepted principles for establishment of internal controls. These include appropriate separation of handling of the financial resources of the school and the recording, classifying, summarizing and reporting of ALL activities of a financial nature.

All approved Budgets shall be monitored on a monthly basis via the financial systems put in place by the school to compare month-to-month and year-to-date actual revenues and expenses to the approved Budgeted amounts. Any significant variations shall be highlighted by the system and reviewed for explanation and clarification by the appropriate personnel for instruction, administration, and facility management. A written explanation of such reviews shall be presented to the school Principal for appropriate remedial action. A summary of these instances and actions shall be presented to the Finance Committee for any needed further study and action to be taken.

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

Our Board will meet as a whole on a monthly basis at the school, from 6:30 p.m. to 7:30 p.m. Special meetings may be scheduled when necessary with appropriate notice to all Directors. We will follow everything set forth in our Governance Document and By-Laws.

32. Accountability to Constituents

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

Parents:

Surveys

Parent Advisory committee

Welcoming atmosphere that encourages parent input and volunteering

Facebook

Website

Community:

Surveys

Facebook

Website

Minutes from Board Meeting on website

Meetings open to the public

Community members will be on the Board

- b. Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term including frequency of gathering and analyzing data and reporting progress towards meeting its Accountability Plan goals.

The data cycle will be as follows: Collect data-----Interpret data-----Modify instruction

Data will be used to

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies

Achievement Data will include:

- Observational Notes
- Samples of Classwork
- Showcases
- Portfolios
- Formal & Informal Assessments
- Benchmark Assessments
- State Assessments
- Report Cards/Standards Mastery

Other Data to be considered:

- Attendance
- Discipline referrals
- Homework & classwork completion
- Individual student data such as ethnicity, poverty level...

Data analysis will lead to differentiation of instruction and identification of student needs.

Steps for Data Analysis:

13. What do we want to know and learn
14. Obtain data that pertains to this
15. Analyze the data in conjunction with what we want to know and learn
16. Set goals
17. Develop strategies
18. Assess to see if strategies are working

Other necessary items for data analysis:

- Develop a professional learning community that reviews and interprets data
- Establish a school data team
- Provide teachers with a data leader that assists in collaboration and analysis
- Teach students to assess their own individual data and to set goals based on this data

Instructional Strategies to be Implemented include:

- Compare/contrast
- Intellectual Coaching
- Socratic Seminars

Curriculum will be based on common core standards. Assessments will determine the mastery of common core standards.

Technology will be used in assessments: ISTEP & NWEA & SRI (Scholastic Reading Inventory).

Technology will be used to differentiate instruction.

Analysis of Assessment Results:

- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on Applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- NWEA – we will especially analyze growth of students from the beginning of the year to the end of the year. Mastery of skills will be analyzed to guide instruction.
- SRI – will be used to examine growth of reading levels from the beginning of the year to the end of the year. Data will be used to guide Scholastic Reading Counts.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.
- Showcases will be analyzed to determine growth from the beginning of the year to the end of the year. They will also be used to determine mastery of common core standards.

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

School leaders and teachers will gather and analyze data. Reports will be formed. Reports will be shared with the Board. Reports will also be placed on Facebook and the website. Student data information will be given to parents. Data will be used to guide school goals and outcomes. Data will also be used to guide instruction. Based on data students will be placed in intervention tiers.

School Policies and Procedures

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

33. Policy Regarding Organizer Governance

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

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

34. Proposed Governing Bylaws

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

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

35. School Admissions Policy and Criteria

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

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

36. Discipline Policy

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

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

37. Health and Safety Measures

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

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

38. School's Leadership and Teacher Employment Policies

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

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

39. Policy Regarding Criminal Histories

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

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

40. Policy Regarding Conflict of Interest

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

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

41. Complaint Policy

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

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

42. Special Education

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

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

43. Parental Access to Education Records

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

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

44. Dissolution Procedures

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

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

45. Patriotic Commemorative Observances

Submit your policy regarding the observance of holidays.

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

46. Personal Financial Responsibility Instruction

Submit your policy regarding personal financial responsibility instruction.

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

47. School Safety Plan

Submit your school safety plan.

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

48. Dress Code Policy *(if applicable)*

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

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

49. Student and Parent Handbook

Submit a copy of your student and parent handbook.

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

50. Transportation Plan and Policy

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

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

51. Food Services Plan and Policy

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

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

52. School Promotion Policy

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

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

53. Detailed School Start-up Plan:

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

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

Indiana State Police - Limited Criminal History Look-Up



INDIANA STATE POLICE
LIMITED CRIMINAL HISTORY

To Whom It May Concern:

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

Name: Kischnick, Rebecca
Birth Date: 09-03-1955
Sex: F
Race: W

Results based solely on information provided.

Information Released To:

Name: Rebecca Kischnick A Kischnick
Address: 4127 Autumn Drive
City/St/Zip: New Albany IN 47150
Phone: 812-949-9014

Date:
09117/2011
Page: 1
Receipt:
12258942
Operator:
INgov

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

Subject of Record

<u>Name</u>	<u>Race</u>	<u>Sex</u>	<u>Birth Date</u>
Kischnick, Rebecca	W	F	09-03-1955

Results based solely on information provided

[Search Again](#)



To Whom It May Concern:

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

Name: Baldwin, Sherry
Birth Date: 03-19-1948
Sex: F
Race: U

Results based solely on information provided.

Information Released To:

Name: Sherry L Baldwin
Address: 423 Bald Knob Road
City 1St/Zip: New Albany IN 47150
Phone: 812-944-1513

Date: 09/11/2011
Page: 1
Receipt: 12219896
Operator: IN.gov

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

Name		Record		
Baldwin, Sherry	~	U	Sex	F
Subject of	Results based solely on information provided		Birth Date	03-19-1948





INDIANA STATE POLICE
LIMITED CRIMINAL HISTORY

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

Name: Johnson, Michael
Birth Date: 06-03-1946
Sex: M
Race: W

Results based solely on information provided.

Information Released To:

Name: Micheael K Johnson Address:
528 Drawbrook Circle *City/Sti*Zip:
New Albany IN 47150 Phone: 812-
948-1767

Date:
09112/2011
Page: 1
Receipt:
12220191
Operator:
INgov

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

Subject of Record			
<u>Name</u>	<u>Sex</u>	<u>Dat</u>	03-1
Johnson, Michael	M	e	
<u>Race</u> W	<u>Birth</u>	06-	

To Whom It May Concern:

Page 1 of 1

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

Name : Reinbold, Charles

Birth Date: 07-24-1945

Sex: M

Race: U

Results based solely on information provided.

Information Released To:

Name: Charles J Reinbold
Address: 3428 Gander = Dr.
City/St/Zip: Jeffersonville IN 47130
Phone: 812-989-4262

Date:
09/12/2011
Page : =
Receipt:
12225641
Operator:
IN.gov

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

Subject of Record

Name Reinbold,
Charles =/DIV>

Sex
M

Bir
th
Dat

e 07-24-
1945

Race U

Results based solely on information provided

Attachment 2 Attitudes toward the Charter

Feedback from Constituents, Explicit Efforts

Table of Feedback from Constituents

Name	Positive/Negative	Comments	
Parent Surveys	<i>Positive</i>	Parents liked the school Offerings.	
Student surveys	Positive	Loved the offerings	
Community surveys	Positive	Not a good return rate	Only few received
Church surveys	Mixed	Hoped for better return	Several returned
Luncheon Meeting	Positive	Received help & ideas	
Retired Business Men	?	Played phone tag	Never reached
IUS	Positive	Willing to help	Need charter first
Purdue Co-Op Exten.	Positive	Wanted Business help	Couldn't help
Alan Muncy - builder	Positive	Willing to help	Need building first
Mr. Lopp - developer	Positive	Willing to help	
Com. Found. So. – IN	Positive	Opened Account	Has helped us
Local Day Cares	Positive	Willing to help	Allowed surveys
NAACP	?	Did not speak to us	Gave church names
Local Libraries	Negative	Refused surveys	Supports public schools
Com. In Schools	Mixed	Supports public sch.	Will help if chartered
Mayor Galligan – Jeff.	Negative	Supports public sch.	Refused meeting
Hispanic Connection	Positive	Letter of Support	A partner
Boys & Girls Club	Positive	Letter of Support	A partner
Special Ed. Co-op	Positive	Will work with us	Costs provided
Greater Clark Schools	Neutral	Good Discussion	
Grace Lutheran Church	Positive	Able to use equipment	Passed out surveys
Indiana Avenue Church	Positive	Visited Freedom School	Will help
Colgate Baptist	Positive	Wants the school	
St. Stephens Church	Positive	Helped with our name	
Gilt Edge Baptist Church	Positive	Loved the Arts piece	
Clarksville Com. Schools	?	Did not return phone call	

See specific information about the above table in the Community Demand Section of this document. More details are provided in that section. Also see the District Section.

Table 6b

<u>Achievement Data</u>	<u>Grade Level</u>	<u>Subgroups</u>	<u>Needs Assessment</u>
(GRC) – Math	3	All students	Math was going down at GRC
07-08 – 69%	3	All students	Math is an area for improvement
08-09 – 61%	3	All students	Below state average
09-10 – 47%	3	All students	
(GRC) – ELA	3	All Students	ELA had dropped
07-08 – 79%	3	All Students	GRC was in an impoverished area
08-09 – 61%	3	All Students	ELA is an area for improvement
09-10 – 61%	3	All Students	Below state average
(GRC) – Math	4	All Students	GRC merged with Clarksville Elementary in 2011
07-08 – 76%	4	All Students	GRC closed – Community School gone
08-09 – 71%	4	All Students	Fifth grade was moved to middle school building
09-10 – 78%	4	All Students	Need for a Community School, K - 5
(GRC) – ELA	4	All Students	ELA - dropped
07-08 – 74%	4	All Students	Below state average
08-09 – 61%	4	All Students	ELA improvement needed
09-10 – 64%	4	All Students	
(GRC) – Math	5	All Students	This the area we would like to locate a school
07-08 – 84%	5	All Students	
08-09 – 68%	5	All Students	
09-10 – 84%	5	All Students	
(GRC) – ELA	5	All Students	ELA took a drop
07-08 – 77%	5	All Students	Below state average
08-09 – 70%	5	All Students	ELA needs improvement
09-10 – 72%	5	All Students	
(GRC) – Science	5	All Students	Improvement needed in science area
07-08 – 71%	5	All Students	
08-09 – 57%	5	All Students	
09-10 – 67%	5	All Students	
(Parkwood) – Math	3 – 5	Black	This subgroup is improving
08-09 – 31.6%	3 – 5	Black	Still a gap
09-10 – 67.9%	3 – 5	Black	Black achievement needs to be a focus
(Parkwood) – ELA	3 - 5	Black	This subgroup is improving
08-09 – 57.3%	3 - 5	Black	Still a gap
09-10 – 64.3%	3 – 5	Black	Black achievement needs to be a focus
(Parkwood) – Math	3 – 5	Hispanic	This subgroup is improving
08-09 – 48.5%	3 – 5	Hispanic	Still a gap
09-10 – 53.1%	3 – 5	Hispanic	Hispanic achievement needs to be a focus
(Parkwood) – ELA	3 - 5	Hispanic	
08-09 – 46.9%	3 – 5	Hispanic	This group is improving

09-10 – 69.9%	3 – 5	Hispanic	Still below state average
Greater Clark	All grades		
2010 – Passing both	All grades	Hispanic	14.6% Gap
2011 – Passing both	All grades	Hispanic	11.3% Gap
2010 – Passing both	All grades	Black	21.6% Gap
2011 – Passing both	All grades	Black	23.3% Gap – Gap is growing
2010 – Passing both	All grades	Free/reduced	21.4% Gap
2011 – Passing both	All grades	Free/reduced	21.2% Gap – Poverty needs to be addressed
Greater Clark – Math	All grades	All students	
Rank – 229	All grades	All students	Focus needs on moving in rank
Greater Clark – ELA	All grades	All students	
Rank – 194	All grades	All students	Focus needs on moving in rank
Greater Clark – Passing Both	All grades	All students	
Rank – 210	All grades	All students	Focus needs on moving in rank
Clarksville – Math	All grades	All students	
Rank – 236	All grades	All students	Focus needs on moving in rank
Clarksville – ELA	All grades	All students	
Rank – 272	All grades	All students	Focus needs on moving in rank
Clarksville – Both	All grades	All students	
Rank – 263	All grades	All students	Focus needs on moving in rank
Clarksville – Category	All grades	All students	A need to focus on growth of students
05-06 – watch	All grades	All students	Need to focus on category classification
06-07 – watch	All grades	All students	
07-08 – watch	All grades	All students	
08-09 – watch	All grades	All Students	
09-10 – probation	All grades	All students	

Attachment 8 – Calendar and Daily Schedule

Table 8

Number of school days	180
Length of school year	August – June
Length of instructional day	475 minutes per day (7 hours 55 minutes)
Minutes for core academic subjects	300 minutes (5 hours)
Uninterrupted time for academic instruction	260 minutes (4 hours 20 minutes)
Extended learning time provisions	105 minutes (1 hour 45 minutes)

*See Weekly Instructional Application Schedule below

*See Yearly Calendar Below

Weekly Instructional Application Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20 Homework Help	8:00-8:20 Homework Help	8:00-8:20 Homework Help	8:00-8:20 Homework Help	8:00 – 8:20 Homework Help
8:20 – 8:30 <i>Community Meeting</i>	8:20 – 8:30 <i>Community Meeting</i>	8:20 – 8:30 <i>Community Meeting</i>	8:20 – 8:30 <i>Community Meeting</i>	8:20 – 8:30 <i>Community Meeting</i>
8:30 – 11:50 Reading/Writing/ Social Studies	8:30 – 11:50 Reading/Writing/ Social Studies	8:30 – 11:50 Reading/Writing/ Social Studies	8:30 – 11:50 Reading/Writing/ Social Studies	8:30 – 11:50 Reading/Writing Social Studies
11:50 – 12:10 Lunch Character Development	11:50 – 12:10 Lunch Manners	11:50 – 12:10 Lunch Public Eating	11:50 – 12:10 Lunch Foreign Cultures	11:50 – 12:10 Lunch Building Relationships

12:10 – 12:30 Break Time/Recess	12:10 – 12:30 Break Time /Recess	12:10 – 12:30 Break Time/Recess	12:10 – 12:30 Break Time/Recess	12:10 – 12:30 Break Time/Recess
12:30 – 2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science
2:15 – 2:30 Closing Meetings	2:15 – 2:30 Closing Meetings	2:15 – 2:30 Closing Meetings	2:15 – 2:30 Closing Meetings	2:15 – 2:30 Closing Meetings
2:35-4:10 <i>Foreign Language</i> <i>Movement</i> <i>Arts</i>	2:35-4:10 Foreign Language Movement Arts	2:35-4:10 Foreign Language Movement Arts	2:35-4:10 Foreign Language Movement Arts	2:35 – 4:10 Foreign Language Movement Arts
4:10 – 4:15 Dismissal	4:10 – 4:15 Dismissal	4:10 – 4:15 Dismissal	4:10 – 4:15 Dismissal	4:10 – 4:15 Dismissal

*Students will be with certified teachers for 6 hours.

*Students will be with "specialists" for 1 and $\frac{1}{2}$ hours.

*Some certified teachers will be assigned supervision of "specialists" during the 1 and $\frac{1}{2}$ hours.

*Teachers not involved in supervision will be in Professional Development/Curriculum Development/Student Development each day from 2:35 until 3:20.

*Teachers not in supervision will have planning time and collaboration from 3:20 until 4:10.

*Teachers will help with dismissal at 4:10.

*Assistants will be staggered with some working from 8:00 – 3:00 and others working from 9:15 – 4:15.

*Specialists are people that have experience in the areas of dance, fitness, foreign language, drawing, painting, etc.

*Most teachers will arrive at 8:30 and work until 4:30. Some teachers will arrive at 8:00 and work until 4:00.

*Instructional time each day for core subjects, not including recess and lunch and gym class, will be 5 hours.

*Each class will have a 20 minute gym period, daily, during the scheduled academic time before specials to ensure a healthy lifestyle. Students will also have a movement class during the specialist time to ensure that students receive a well-rounded physical education experience.

*Students will also have one and $\frac{1}{2}$ hours with specialists under the supervision of certified teachers for arts, movement, and foreign language.

York Academy of Discovery will have flexible schedules rather than rigid set schedules. An example is provided below:

8:00	Students begin arriving at school Homework help given, help with projects, questions answered
8:20	Daily community meeting with the Director/Principal
8:30	Reading/Writing/Social Studies Didactic Instruction, Coaching, Seminars
11:50	Lunch
12:10	Break Time (recess, physical activity...)
12:30	Math/Science Didactic Instruction, Coaching, Seminars
2:15	Closing Meetings & Pack up
2:30	Foreign Language, Movement, Arts...
4:15	School Dismissal Begins

This schedule represents an extended learning day. It is longer than all the area schools so that we may meet the state requirements for instruction and also provide an excellent arts and sports piece to develop well rounded individuals.

*See Calendar on next page.

August

Mon	Tue	Wed	Th	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20 teacher	21 teacher	22 teacher	23 student	24
27	28	29	30	31

September

Mon	Tue	Wed	Th	Fri
3 Labor Day	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October

Mon	Tue	Wed	Th	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25 end 1st Q	26 showcase
29	30	31		

November

Mon	Tue	Wed	Th	Fri
		1	2	3
5	6	7	8	9
12	13	14	15	16
19 no school	20 no school	21 no school	22 no school	23 no school
26	27	28	29	30

December

Mon	Tue	Wed	Th	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24 winter break	25 winter break	26 winter break	27 winter break	28 winter break
31 winter break				

January

Mon	Tue	Wed	Th	Fri
	1 winter break	2 winter break	3 winter break	4 winter break
7	8	9	10	11
14	15	16	17 end 2 Q	18 showcase
21 MLK Day snow make up	22	23	24	25
28	29	30	31	

February

Mon	Tue	Wed	Th	Fri
			1	2
4	5	6	7	8
11	12	13	14	15
18 Presidents' Day smu	19	20	21	22
25	26	27	28	

March

Mon	Tue	Wed	Th	Fri
				1
4	5	6	7	8
11	12	13	14	15
18 spring break	19 spring break	20 spring break	21 spring break	22 spring break
25	26	26	28	29

April

Mon	Tue	Wed	Th	Fri
¹ end 3rd Q	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May

Mon	Tue	Wed	Th	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
30	21	22	23	24
²⁷ Memorial Day	28	29	30	³¹ showcase

June

Mon	Tue	Wed	Th	Fri
³ 5th gr graduation	⁴ last student Day	5	⁶ last teacher Day	⁷
10	11	12	13	14

Chart 10b

Assessment Schedule

ISTEP+ 3-5

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	March 2013	March 2013
Multiple Choice	April 2013	May 2013

IRead

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	March 2013	March 2013

IMAST

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	April 2013	May 2013

LAS Links

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	January 2013	February 2013

SRI (Scholastic Reading Counts)

Assessment	BOY		MOY		EOY	
	Begin	End	Begin	End	Begin	End
SRI Lexile	August	September	January	January	May	May

NWEA

Fall Assessment	Mid-term Assessment	End of Year Assessment
-----------------	---------------------	------------------------

Writing

Assessment	BOY		MOY		EOY	
	Administer	Analyze	Administer	Analyze	Administer	Analyze
Benchmark	September	September	January	January	April	April

Showcases & Portfolios

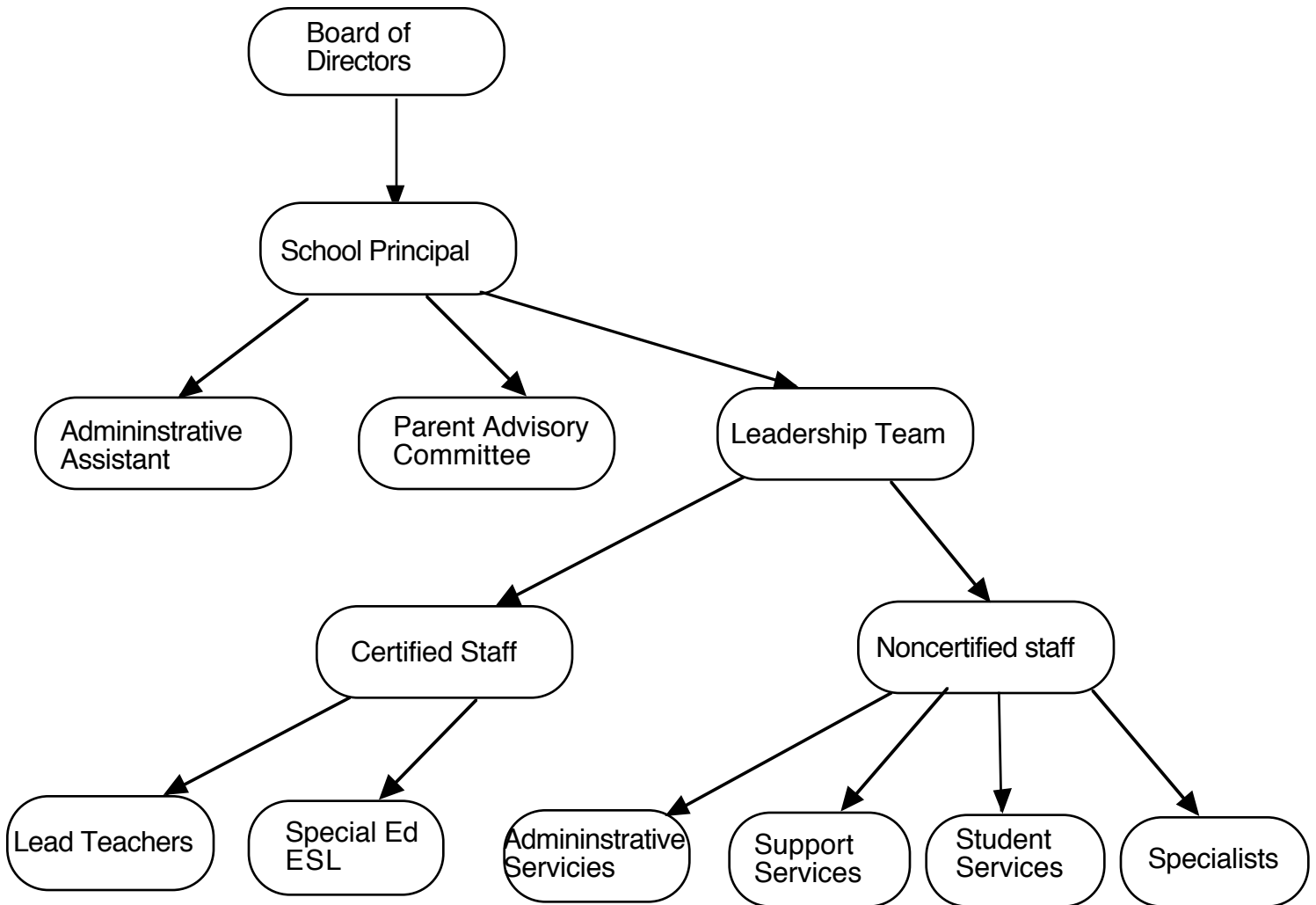
Evaluations	First 9 weeks	Second 9 weeks	Third 9 weeks	Fourth 9 weeks	Overall growth determined - May
-------------	---------------	----------------	---------------	----------------	---------------------------------

Staffing Matrix Years One and Two

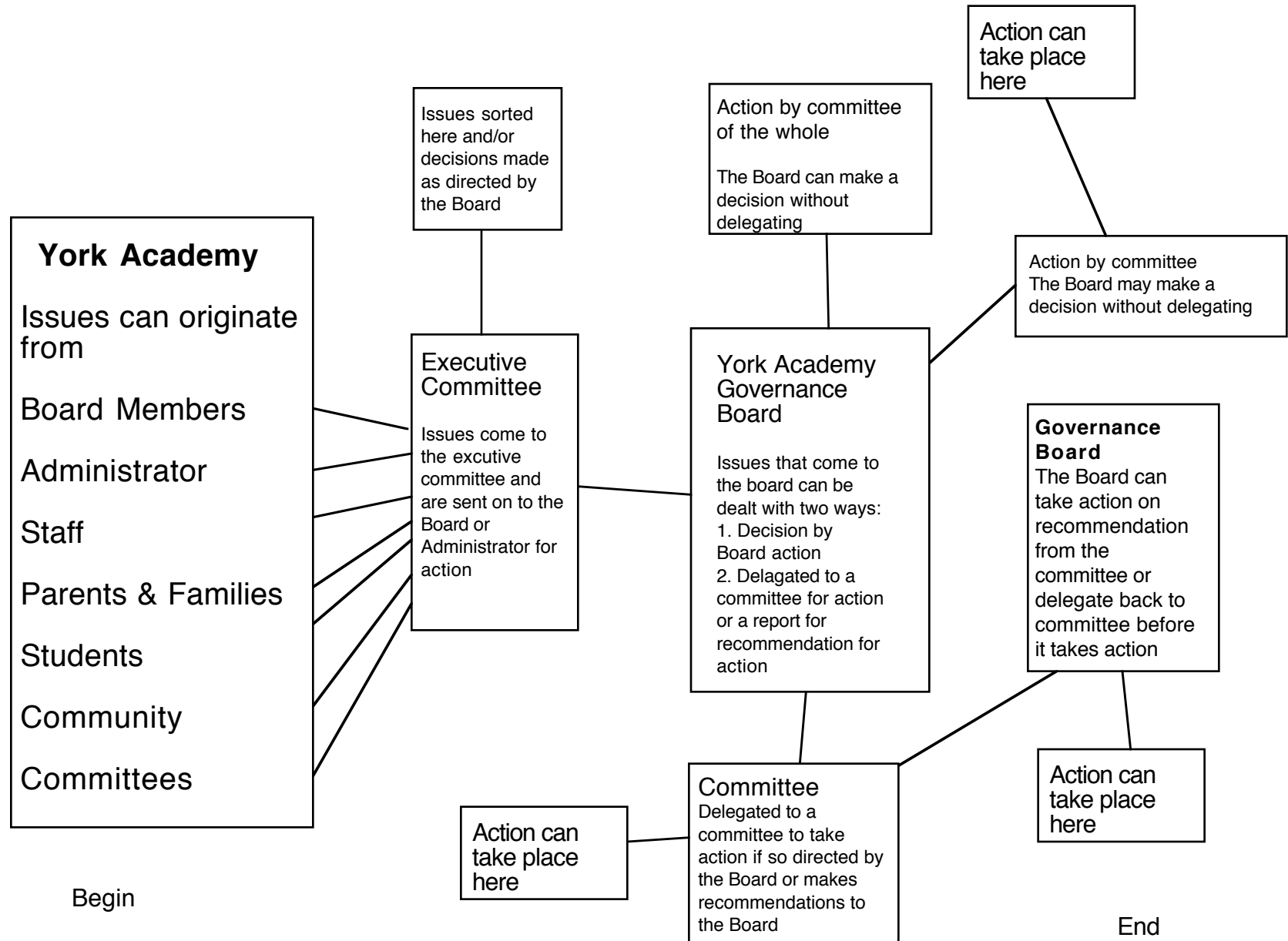
Col. #1	Col. #2	Col. #3	Col. #4*
	FY1	FY2	
Employee Positions	2011-2012	2012-2013	The Specific Budget Line under "Employee Salaries" where salary is shown
Total # Students	250	250	
1. Head of School	1	1	Director/Principal
2. Administrative Asst.	1	1	Other Administration – Administrative Assistant
3. Classroom Licensed Teachers (K-8)	12	12	
4. Classroom Teachers (9-12)			Teachers
Other Licensed Teachers			
Licensed English / LA			
Licensed Math			
Licensed Science			
Licensed Foreign Language			
Licensed Fine Arts			
Licensed Government			
Licensed Economics			
Licensed History			
Licensed Geography			
5. Classroom Assistant Aides	6	6	Classroom Assistants
6. Special Education Teachers	1	1	Teachers
7. Media/Resource - Librarian	1	1	Librarians
8. Physical Ed. – Music – All Special Areas	2	2	Teachers
9. Food Services	1	1	Other Human Resources
10. Maintenance	3	3	Other Human Resources
11. Health Care/Speech	1	1	Other Human Resources
13. Clerical	1	1	Clerical
14. Technology	1	1	Technicians
15. Coaches	2	2	Other Human Resources
16. Fine Arts	2 @ ½ time	2 @ ½ time	Teachers
17. Counselor	1	1	Other Human Resources
18. Foreign Language/ESL	1	1	Teachers
19. Bookkeeper	1	1	Other Administration - Bookkeeper
20. Substitute teachers	3 per week	3 per week	Substitute Teachers

* In Col. #4, for each position, your school will have an employee; list the corresponding budget "line item", under the "Employee Salaries" section in Schedule CorD, where you listed the salary for that position. For example, if you listed the salary for your "Head of School" under the "Director/Principal" line in Schedule C and 0, then type the words, "Director/Principal" in Col. #4 for line 1, "Head of School" If you plan to have a "Media/Resource" person at your school and listed that person's salary on the "other Administration" line in Schedule C and 0, then type the words, "Other Administration" in Col. #4 for line 6, "Media Resource"

York Academy Organizational Chart



Flow of Information



ARTICLES OF INCORPORATION
OF
YORK ACADEMY OF DISCOVERY, INC.

ARTICLE I

Name

The name of the Corporation is York Academy of Discovery, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

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

- (a) To provide a community-based charter school for purposes of educating children ages five and above, and
- (b) In furtherance of the aforesaid purposes, to transact any and all lawful business for which the corporations may be incorporated under the Act.

Section 3.2 Nonprofit Purposes.

- (a) The Corporation is organized and operated exclusively for charitable purposes within the meaning of section 501 (3) (c) of the Internal Revenue Code and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Section 3.1.
- (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or

distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code (or corresponding sections of any future federal tax code).

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

Section 3.3 Powers. Subject to any limitations or restrictions imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable, or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law, and

(b) To have, exercise and enjoy in furtherance of the purposes herein before set forth all the general rights, privileges, and powers granted to corporations by the Act, as now existing or

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

ARTICLE IV

Distribution of Assets on Dissolution

Upon the dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation to the Boys and Girls Club of Clark County IN or other nonprofit fund, foundation or corporation organized and operated exclusively for the purposes specified in section 501 (c) (3) of the Internal Revenue Code and which has established its tax-exempt status under that section. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes specified in section 501 (c) (3) of the Internal Revenue Code and which has established its tax-exempt status under that section.

If the University revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1 Registered Office and Registered Agent. The street address of the Corporation's registered office is 4127 Autumn Drive, New Albany, Indiana 47150 and the name of the registered agent at that office is Rebecca Kischnick.

ARTICLE VII

No Members

The Corporation shall have no members.

ARTICLE VIII

Board of Directors

Section 8.1 Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of five(5) directors, Thereafter the number of directors shall be as specified in or fixed in accordance with the Bylaws of the

Corporation, provided, however, that the minimum number of directors shall be three(3). The term of office of a director shall be as specified in the Bylaws; provided, however, that that term of an elected director shall not exceed (5) years. Directors may be elected for successive terms.

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

Section 8.3 Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Rebecca Kischnick	4127 Autumn Drive New Albany, IN 47150
Sherry Baldwin	423 Bald Knob Road New Albany, IN 47150

ARTICLE IX

Names and Addresses of Incorporators

The names and addresses of the incorporators of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Rebecca Kischnick	4127 Autumn Drive New Albany, IN 47150
Sherry Baldwin	423 Baldwin Knob Road New Albany, IN 47150

ARTICLE X

Indemnification

Section 10.1 Rights to Indemnification and Advancement of Expenses.

The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was

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

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

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

Section 10.2 Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted. By law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual." within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws. The provisions of, and the rights and obligations created by, this Article shall not give rise or be deemed to give rise to "compensation for personal services" as described in IC 34-4-11.5-1 et seq., as amended.

Section 10.3 Definitions For purposes of this Article:

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

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

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

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

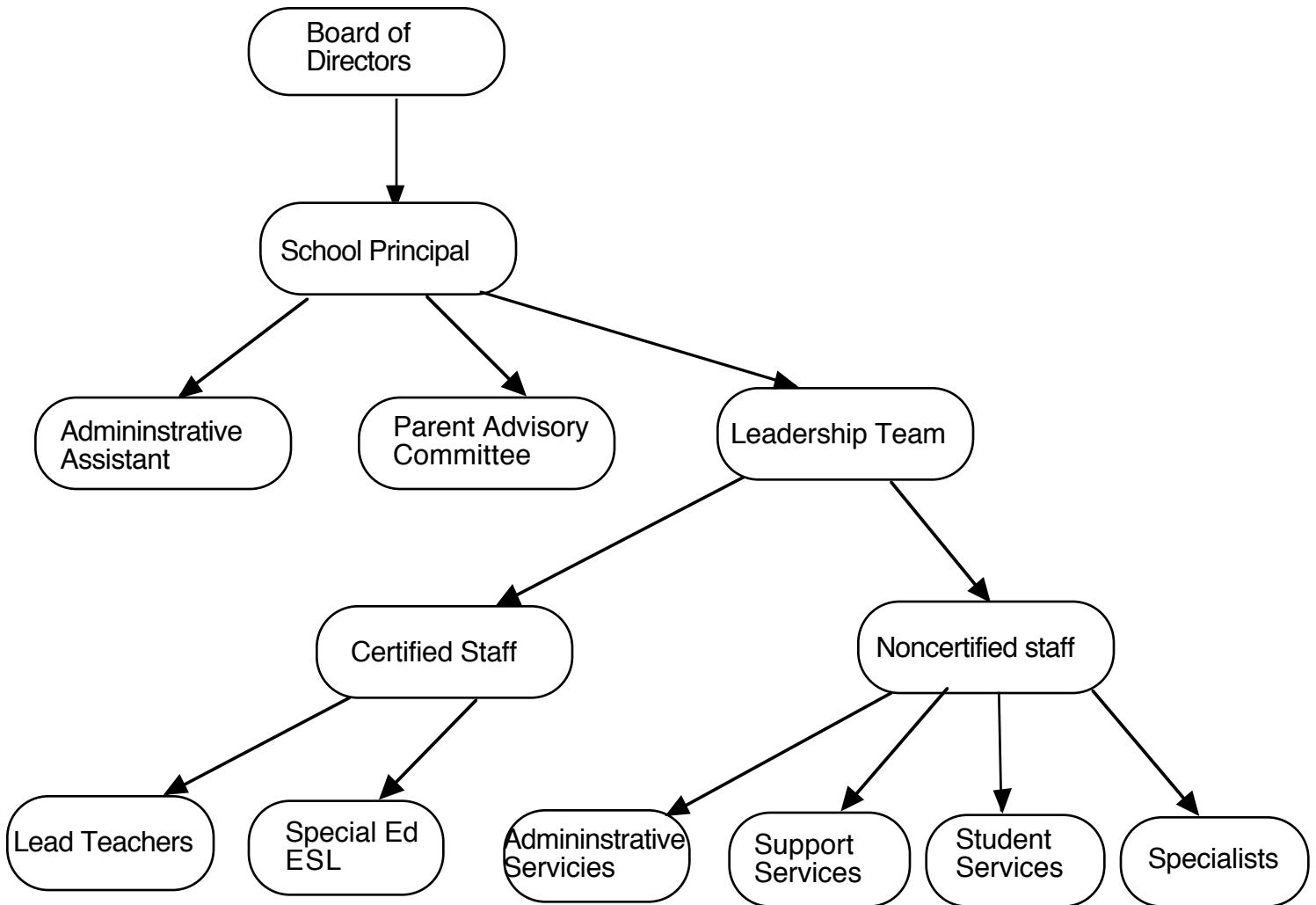
(e) The term "party" includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

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

IN WITNESS WHEREOF, the undersigned incorporators execute these Articles of Incorporation and verify subject to penalties of perjury that the facts herein are true.

Dated this ____ day of _____, 2010.

York Academy Organizational Chart



Template 6-a

Staffing Matrix Years One and Two

Col. #1	Col. #2	Col. #3	Col. #4*
	FY1	FY2	
Employee Positions	2012-2013	2013-2014	The Specific Budget Line under "Employee Salaries" where salary is shown
Total # Students	250	250	
1. Head of School	1	1	Director/Principal
2. Administrative Asst.	1	1	Other Administration – Business Manager
3. Classroom Licensed Teachers (K-8)	12	12	Teachers
4. Classroom Teachers (9-12)			
Other Licensed Teachers			
Licensed English / LA			
Licensed Math			
Licensed Science			
Licensed Foreign Language			
Licensed Fine Arts			
Licensed Government			
Licensed Economics			
Licensed History			
Licensed Geography			
5. Classroom Assistant Aides	6	6	Classroom Assistants
6. Special Education Teachers	2	2	Teachers
7. Media/Resource Clerk	1	1	Clerical
8. Physical Education	1	1	Teachers
9. Food Services	1	1	Other Human Resources
10. Maintenance	3	3	Custodian Maintenance
11. Health Care - Speech	1	1	Other Human Resources
13. Clerical	1	1	Clerical
14. Technology	1	1	Technicians
15. Coaches	2	2	Other Human Resources
16. Arts Coordinators	2 @ ½ time	2 @ ½ time	Other Human Resources
17. Counselor	½ time	½ time	Other Human Resources
18. Foreign Language/ESL	1	1	Teachers
19. Bookkeeper	1	1	Other Administration – Business Manager
20. Substitute teachers	1 per day	1 per day	Substitute Teachers
21. Extended Learning Personnel	12 per day	12 per day	Other Human Resources

In Col. #4, for each position, your school will have an employee; list the corresponding budget "line item", under the "Employee Salaries" section in Schedule C or D, where you listed the salary for that position. For example, if you listed the salary for your "Head of School" under the "Director/Principal" line in Schedule C and 0, then type the words, "Director/Principal" in Col. #4 for line 1, "Head of School" If you plan to have a "Media/Resource" person at your school and listed that person's salary on the "other Administration" line in Schedule C and 0, then type the words, "Other Administration" in Col. #4 for line 6, "Media Resource"

Template 6-a

Staffing Matrix Years One and Two

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4. Classroom Teachers (9-12)			
Other Licensed Teachers			
Licensed English / LA			
Licensed Math			
Licensed Science			
Licensed Foreign Language			
Licensed Fine Arts			
Licensed Government			
Licensed Economics			
Licensed History			
Licensed Geography			
5. Classroom Assistant Aides	6	6	Classroom Assistants
6. Special Education Teachers	2	2	Teachers
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Template 6-a

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Other Licensed Teachers			
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Licensed Math			
Licensed Science			
Licensed Foreign Language			
Licensed Fine Arts			
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YORK ACADEMY OF DISCOVERY July 1, 2011 – June 30, 2012		
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)	\$25,000.00	
Other Grants (Please Describe)	\$250,000.00	
Investment Earnings		
Donations/Gifts (Please Describe)	\$500,000.00	Fundraisers
Other (Please Describe)	\$20,000.00	Organizer Loans
In kind services	\$100,000.00	
TOTAL CASH IN (INCOME)	\$895,000.00	
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal	\$6,000.00	
Accounting and Consulting	\$9,000.00	
Filing		
Fundraising	\$30,000.00	
Marketing: Including Printing and Postage	\$10,000.00	
Rent: Office Space and Utilities	\$119,750.00	\$75,000 down (April) \$12,500 x 3 mos. (April, May, June)
Supplies	\$5,000.00	
Equipment	\$490,000.00	
Labor	\$42,500.00	
Other (Please Describe)	\$15,000.00	Staff Development
	\$10,000.00	Professional and Technical Services
	\$2,500.00	Group Health Insurance
	\$5,000.00	General Liability Insurance
	\$3,000.00	Property and Casualty Insurance
TOTAL EXPENSES	\$747,750.00	

Projected Enrollment <u>250</u>	YORK ACADEMY OF DISCOVERY						July 1, 2012 – June 30, 2013						Minimum Enrollment for Financial Viability <u>110</u>	
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		\$147,250.00												\$147,250.00
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)		500000.00												\$500,000.00
Food Service			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00
Investment Earnings														\$0.00
Loan From Common School Loan			778625.00											\$778,625.00
Other Grants (Please Describe)			150000.00									150000.00		\$300,000.00
State Grants (Please Describe)							25000.00							\$25,000.00
State Tuition Support								778625.00						\$778,625.00
Transportation														\$0.00
Organizer Loan														\$0.00
In Kind Services		8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8337.00	\$100,000.00
TOTAL CASH IN (INCOME):		\$508,333.00	\$952,708.00	\$24,083.00	\$24,083.00	\$24,083.00	\$49,083.00	\$802,708.00	\$24,083.00	\$24,083.00	\$24,083.00	\$174,083.00	\$8,337.00	\$2,639,750.00
II. EXPENDITURES:														
<i>A. Employee Salaries</i>														
Director/Principal		6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.74	\$80,000.00
Assistant Principal		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00
Other Administration - Business Manager		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Classroom Assistants		7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	\$90,000.00
Clerical		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Consultants (Please Describe)	1 art's/sport's coordinator	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Librarians		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00
Overtime Expense		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	\$6,000.00
Social Workers		2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	\$31,500.00
Substitute Teachers		975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	\$11,700.00
Teachers		48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.63	\$587,000.00
Technicians	"Custodian/Maintenance"	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	\$75,000.00
Temporary Salaries	"Extra Curricular Salaries"	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Other Human Resource Expense (Please Describe)	12 extending learning personnel @ \$10 per hr.	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	\$43,200.00
Total Employee Salaries		\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.96	\$1,039,400.00
<i>B. Employee Benefits</i>														
Group Dental Insurance														\$0.00
Group Health Insurance		9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.99	\$119,867.00
Group Life Insurance														\$0.00
Long-Term Disability Insurance														\$0.00
Public Employee Retirement				2423.25			2423.25			2423.25			2423.25	\$9,693.00
Social Security & Medicare		6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	\$74,220.00
Teacher Retirement				14544.00			14544.00			14544.00			14544.00	\$58,176.00
Unemployment Compensation		807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	\$9,693.00
Workers Compensation		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Other Employee Benefits														\$0.00
Total Employee Benefits		\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.73	\$273,649.00

C. Rental of Facilities & Utilities														
Electricity		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Gas, Oil, or Steam Heat		916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.74	\$11,000.00
Grass and Tree Services		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Internet Access		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00
Mortgage		12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	\$150,000.00
Rent														\$0.00
Repair & Maintenance Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Telephone Long Distance		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00
Trash Removal		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Utilities														\$0.00
Water & Sewer		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	\$1,500.00
Other Facilities & Utilities Expense		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Total Rent and Utilities		\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.96	\$192,500.00
D. Insurance														
Board Errors and Omissions														\$0.00
General Liability Insurance		1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.74	\$20,000.00
Health Insurance														\$0.00
Property & Casualty Insurance		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00
Property & Inland Marine														\$0.00
Theft Insurance														\$0.00
Treasurer Bonds		2500.00												\$2,500.00
Umbrella/excess Liability														\$0.00
Vehicle Insurance														\$0.00
Worker's Compensation Insurance														\$0.00
Other Insurance Expense (Please Describe)														\$0.00
Total Insurance		\$5,166.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.74	\$34,500.00
E. Service Contracts														
Accounting & Payroll Services		1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	\$18,000.00
Consulting Services		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Data Processing Services														\$0.00
Equipment Rental & Lease		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Food Service Contract			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00
Legal Services		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00
Professional & Technical Services		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00
Pupil Transportation Contract			2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	\$20,000.00
Security Services		50000.00												\$50,000.00
Staff Development			1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00		\$10,000.00
Other Service Contracts	Fundraisers	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	\$37,500.00
Total Service Contracts		\$59,124.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$9,125.11	\$347,000.00
F. Supplies & Materials														
Advertising		2500.00	2500.00											\$5,000.00
Computer Software		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00
Custodial Supplies		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Instructional Supplies		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00
Library Books		12500.00	12500.00											\$25,000.00
Office Supplies & Expense		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Postage		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	\$1,500.00
Printing		666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.74	\$8,000.00
Subscriptions		250.00	250.00											\$500.00
Testing & Evaluation Supplies			800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00		\$8,000.00

Textbooks		37500.00	37500.00											\$75,000.00
Other Supplies & Materials		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00
Total Supplies & Materials		\$61,041.64	\$61,841.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$8,291.96	\$213,000.00
<i>G. Capital Outlay</i>														
Computer Hardware														\$0.00
Computer Software														\$0.00
Office Furniture & Equipment		1250.00	1250.00											\$2,500.00
Instructional Furniture & Equipment		3750.00	3750.00											\$7,500.00
Vehicles														\$0.00
Land Purchases														\$0.00
Improvements & Alterations														\$0.00
Other Capital Outlay														\$0.00
Total Capital Outlay		\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
<i>H. Other Expenditures</i>														
Audit Expense		8333.33	8333.33	8333.34										\$25,000.00
Dues & Fees				1000.00										\$1,000.00
Judgments														\$0.00
Debt Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Travel Expense/Mileage		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Reimbursement														\$0.00
Field Trips														\$0.00
Payments to an EMO														\$0.00
BSU Administrative Fee		1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	\$20,625.00
Total Other Expenditures		\$11,052.07	\$11,052.07	\$12,052.08	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.86	\$58,625.00
TOTAL EXPENDITURES		\$261,191.96	\$228,241.96	\$188,459.22	\$162,158.63	\$162,158.63	\$179,125.88	\$162,158.63	\$162,158.63	\$179,125.88	\$162,158.63	\$162,158.63	\$159,577.32	\$2,168,674.00
REMAINING CASH BALANCE (DEFICIT)		\$394,391.04	\$1,118,857.08	\$954,480.86	\$816,405.23	\$678,329.60	\$548,286.72	\$1,188,836.09	\$1,050,760.46	\$895,717.58	\$757,641.95	\$769,566.32	\$618,326.00	

Budget Summaries

BSU Office of Charter Schools
Proposal
Budget Schedule C

School Name: YORK ACADEMY OF DISCOVERY						
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)	Third Fiscal Year (From Schedule D)	Fourth Fiscal Year (From Schedule E)	Fifth Fiscal Year (From Schedule E)
Dates Covered	July 2011 – June 2012	July 2012 – June 2013	July 2013 – June 2014	July 2014 – June 2015	July 2015 – June 2016	July 2016 – June 2017
Projected Enrollment		250	250	250	250	250
Minimum enrollment for financial viability		250	250	250	250	250
CARRY OVER		\$147,250.00	\$618,326.00	\$1,041,244.00	\$949,451.00	\$818,168.00
I. CASH IN (INCOME):						
Donations/Gifts	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00
Food Service		\$157,500.00	\$157,500.00	\$160,650.00	\$163,863.00	\$167,140.00
Investment Earnings						
Loan From Common School Loan		\$778,625.00				
Other Grants	\$250,000.00	\$300,000.00	\$300,000.00			
State Grants	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
State Tuition Support		\$778,625.00	\$1,557,250.00	\$1,557,250.00	\$1,557,250.00	\$1,557,250.00
Transportation						
Other – Organizer Loan	\$20,000.00					
In Kind Services	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
TOTAL CASH IN (INCOME):	\$895,000.00	\$2,639,750.00	\$2,639,750.00	\$2,342,900.00	\$2,346,113.00	\$2,349,390.00
II. EXPENDITURES:						
<i>A. Employee Salaries</i>						
Director/Principal	\$32,500.00	\$80,000.00	\$80,000.00	\$81,600.00	\$81,600.00	\$83,232.00
Administrative Assistant	\$5,000.00	\$35,000.00	\$35,000.00	\$35,700.00	\$35,700.00	\$36,414.00
Other Administration – Bookkeeper		\$25,000.00	\$25,000.00	\$25,500.00	\$25,500.00	\$26,010.00
Classroom Assistants	6	\$90,000.00	\$90,000.00	\$91,800.00	\$91,800.00	\$93,636.00
Clerical	\$5,000.00	\$25,000.00	\$25,000.00	\$25,500.00	\$25,500.00	\$26,010.00
Consultants	1 art's/sport's coordinator	\$10,000.00	\$10,000.00	\$10,200.00	\$10,200.00	\$10,404.00
Librarians	1	\$15,000.00	\$15,000.00	\$15,300.00	\$15,300.00	\$15,606.00
Overtime Expense	K-2,3-5 leaders – teacher led workshops	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Social Workers	½ time counselor, ½ time health ass't.	\$31,500.00	\$31,500.00	\$32,130.00	\$32,130.00	\$32,772.00
Substitute Teachers	1 per day @ \$65.00	\$11,700.00	\$11,700.00	\$11,700.00	\$11,700.00	\$11,700.00
Teachers	17	\$587,000.00	\$587,000.00	\$598,740.00	\$598,740.00	\$610,714.00
Extra Curricular Salaries		\$5,000.00	\$5,000.00	\$5,100.00	\$5,100.00	\$5,202.00

Custodian/Maintenance	3	\$75,000.00	\$75,000.00	\$76,500.00	\$76,500.00	\$78,030.00
Other Human Resource Expense	12 extended learning personnel @\$10.00 hr.	\$43,200.00	\$43,200.00	\$43,864.00	\$43,864.00	\$44,741.00
Total Employee Salaries		\$42,500.00	\$1,039,400.00	\$1,039,400.00	\$1,059,634.00	\$1,080,471.00
<i>B. Employee Benefits</i>						
Group Dental Insurance						
Group Health Insurance	\$2,500.00	\$119,867.00	\$139,200.00	\$161,472.00	\$187,367.00	\$217,276.00
Group Life Insurance						
Long-Term Disability Insurance						
Public Employee Retirement		\$9,693.00	\$9,693.00	\$9,987.00	\$10,185.00	\$10,388.00
Social Security & Medicare		\$74,220.00	\$74,220.00	\$75,704.00	\$77,218.00	\$78,762.00
Teacher Retirement		\$58,176.00	\$58,176.00	\$59,340.00	\$60,526.00	\$61,736.00
Unemployment Compensation		\$9,693.00	\$9,693.00	\$9,886.00	\$10,084.00	\$10,286.00
Workers Compensation		\$2,000.00	\$2,000.00	\$2,040.00	\$2,080.00	\$2,120.00
Other Employee Benefits						
Total Employee Benefits		\$2,500.00	\$273,649.00	\$292,982.00	\$318,429.00	\$380,568.00
<i>C. Rental of Facilities & Utilities</i>						
Electricity	\$2,500.00	\$10,000.00	\$14,000.00	\$14,280.00	\$14,566.00	\$14,857.00
Gas, Oil, or Steam Heat	\$2,750.00	\$11,000.00	\$15,000.00	\$15,300.00	\$15,606.00	\$15,924.00
Grass and Tree Services		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Internet Access	\$750.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Mortgage	\$112,500.00	\$150,000.00	\$150,000.00	\$309,000.00	\$309,000.00	\$309,000.00
Rent						
Repair & Maintenance Services		\$10,000.00	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.00
Telephone Long Distance	\$750.00	\$3,000.00	\$3,000.00	\$3,060.00	\$3,121.00	\$3,184.00
Trash Removal	\$250.00	\$2,000.00	\$2,000.00	\$2,040.00	\$2,080.00	\$2,122.00
Utilities						
Water & Sewer	\$250.00	\$1,500.00	\$1,700.00	\$1,734.00	\$1,768.00	\$1,804.00
Other Facilities & Utilities Expense	snow removal	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Total Rent and Utilities		\$119,750.00	\$192,500.00	\$200,700.00	\$361,545.00	\$362,503.00
<i>D. Insurance</i>						
Board Errors and Omissions						
General Liability Insurance	\$5,000.00	\$20,000.00	\$20,000.00	\$20,406.00	\$20,814.00	\$21,230.00
Health Insurance						
Property & Casualty Insurance	\$3,000.00	\$12,000.00	\$12,000.00	\$12,240.00	\$12,485.00	\$12,735.00
Property & Inland Marine						

Theft Insurance						
Treasurer Bonds		\$2,500.00	\$2,500.00	\$2,550.00	\$2,600.00	\$2,650.00
Umbrella/excess Liability						
Vehicle Insurance						
Worker's Compensation Insurance						
Other Insurance Expense						
Total Insurance	\$8,000.00	\$34,500.00	\$34,500.00	\$35,196.00	\$35,899.00	\$36,615.00
<i>E. Service Contracts</i>						
Accounting, Payroll Services, Consulting	\$9,000.00	\$18,000.00	\$18,000.00	\$18,360.00	\$18,728.00	\$19,102.00
Consulting Services		\$2,000.00	\$2,000.00	\$2,040.00	\$2,080.00	\$2,120.00
Data Processing Services						
Equipment Rental & Lease		\$10,000.00	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.00
Food Service Contract		\$157,500.00	\$157,500.00	\$160,650.00	\$163,863.00	\$167,140.00
Legal Services	\$6,000.00	\$12,000.00	\$12,000.00	\$12,400.00	\$12,648.00	\$12,900.00
Professional & Technical Services	\$10,000.00	\$30,000.00	\$30,000.00	\$30,600.00	\$31,212.00	\$31,836.00
Pupil Transportation Contract		\$20,000.00	\$20,000.00	\$20,400.00	\$20,808.00	\$21,224.00
Security Services		\$50,000.00	\$50,000.00	\$51,000.00	\$52,020.00	\$53,060.00
Staff Development	\$15,000.00	\$10,000.00	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.00
Other Service Contracts – Fundraisers	\$30,000.00	\$37,500.00	\$37,500.00	\$37,500.00	\$37,500.00	\$37,500.00
Total Service Contracts	\$70,000.00	\$347,000.00	\$347,000.00	\$353,350.00	\$359,667.00	\$366,106.00
<i>F. Supplies & Materials</i>						
Advertising	\$10,000.00	\$5,000.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.00
Computer Software		\$15,000.00	\$15,000.00	\$15,300.00	\$15,606.00	\$15,918.00
Custodial Supplies		\$5,000.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.00
Instructional Supplies		\$35,000.00	\$35,000.00	\$35,700.00	\$36,414.00	\$37,142.00
Library Books		\$25,000.00	\$25,000.00	\$25,500.00	\$26,010.00	\$26,530.00
Office Supplies & Expense	\$5,000.00	\$5,000.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.00
Postage		\$1,500.00	\$1,500.00	\$1,530.00	\$1,560.00	\$1,592.00
Printing		\$8,000.00	\$8,000.00	\$8,160.00	\$8,323.00	\$8,489.00
Subscriptions		\$500.00	\$500.00	\$510.00	\$520.00	\$530.00
Testing & Evaluation Supplies		\$8,000.00	\$8,000.00	\$8,160.00	\$8,323.00	\$8,489.00
Textbooks		\$75,000.00	\$75,000.00	\$76,500.00	\$78,030.00	\$79,590.00
Other Supplies & Materials		\$30,000.00	\$30,000.00	\$30,600.00	\$31,212.00	\$31,836.00
Total Supplies & Materials	\$15,000.00	\$213,000.00	\$213,000.00	\$217,260.00	\$221,604.00	\$226,034.00
<i>G. Capital Outlay</i>						

Computer Hardware	see Office Furniture & Equipment					
Computer Software	see Supplies & Materials					
Office Furniture & Equipment	\$490,000.00	\$2,500.00	\$2,500.00	\$2,550.00	\$3,000.00	\$3,060.00
Instructional Furniture & Equipment		\$7,500.00	\$7,500.00	\$7,650.00	\$7,803.00	\$7,959.00
Vehicles						
Land Purchases						
Improvements & Alterations						
Other Capital Outlay						
Total Capital Outlay	\$490,000.00	\$10,000.00	\$10,000.00	\$10,200.00	\$10,803.00	\$11,019.00
<i>H. Other Expenditures</i>						
Audit Expense		\$25,000.00	\$25,000.00	\$25,500.00	\$26,010.00	\$26,530.00
Dues & Fees		\$1,000.00	\$1,000.00	\$1,020.00	\$1,040.00	\$1,060.00
Judgments						
Debt Services		\$10,000.00	\$10,000.00	\$10,200.00	\$10,404.00	\$10,612.00
Travel Expense/Mileage		\$2,000.00	\$2,000.00	\$2,040.00	\$2,080.00	\$2,122.00
Reimbursement						
Field Trips						
Payment to an EMO						
BSU Administrative Fee		\$20,625.00	\$41,250.00	\$41,250.00	\$41,250.00	\$41,250.00
Total Other Expenditures	\$0.00	\$58,625.00	\$79,250.00	\$80,010.00	\$80,784.00	\$81,574.00
TOTAL EXPENDITURES	\$747,750.00	\$2,168,674.00	\$2,216,832.00	\$2,434,693.00	\$2,477,396.00	\$2,544,890.00
REMAINING CASH BALANCE (DEFICIT)	\$147,250.00	\$618,326.00	\$1,041,244.00	\$949,451.00	\$818,168.00	\$622,668.00

Projected Enrollment <u>250</u>	YORK ACADEMY OF DISCOVERY						July 1, 2012 – June 30, 2013						Minimum Enrollment for Financial Viability <u>110</u>	
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		\$147,250.00												\$147,250.00
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)		500000.00												\$500,000.00
Food Service			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00
Investment Earnings														\$0.00
Loan From Common School Loan			778625.00											\$778,625.00
Other Grants (Please Describe)			150000.00									150000.00		\$300,000.00
State Grants (Please Describe)							25000.00							\$25,000.00
State Tuition Support								778625.00						\$778,625.00
Transportation														\$0.00
Organizer Loan														\$0.00
In Kind Services		8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8333.00	8337.00	\$100,000.00
TOTAL CASH IN (INCOME):		\$508,333.00	\$952,708.00	\$24,083.00	\$24,083.00	\$24,083.00	\$49,083.00	\$802,708.00	\$24,083.00	\$24,083.00	\$24,083.00	\$174,083.00	\$8,337.00	\$2,639,750.00
II. EXPENDITURES:														
<i>A. Employee Salaries</i>														
Director/Principal		6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.74	\$80,000.00
Assistant Principal		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00
Other Administration - Business Manager		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Classroom Assistants		7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	\$90,000.00
Clerical		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Consultants (Please Describe)	1 art's/sport's coordinator	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Librarians		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00
Overtime Expense		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	\$6,000.00
Social Workers		2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	\$31,500.00
Substitute Teachers		975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	\$11,700.00
Teachers		48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.63	\$587,000.00
Technicians	"Custodians/Maintenance"	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	\$75,000.00
Temporary Salaries	"Extra Curricular Salaries"	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Other Human Resource Expense (Please Describe)	12 extending learning personnel @ \$10 per hr.	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	\$43,200.00
Total Employee Salaries		\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.96	\$1,039,400.00
<i>B. Employee Benefits</i>														
Group Dental Insurance														\$0.00
Group Health Insurance		9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.91	9988.99	\$119,867.00
Group Life Insurance														\$0.00
Long-Term Disability Insurance														\$0.00
Public Employee Retirement				2423.25			2423.25			2423.25			2423.25	\$9,693.00
Social Security & Medicare		6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	\$74,220.00
Teacher Retirement				14544.00			14544.00			14544.00			14544.00	\$58,176.00
Unemployment Compensation		807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	\$9,693.00
Workers Compensation		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Other Employee Benefits														\$0.00
Total Employee Benefits		\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.57	\$17,148.32	\$17,148.32	\$34,115.73	\$273,649.00

C. Rental of Facilities & Utilities														
Electricity		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00	
Gas, Oil, or Steam Heat		916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.66	916.74	\$11,000.00	
Grass and Tree Services		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00	
Internet Access		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00	
Mortgage		12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	\$150,000.00	
Rent													\$0.00	
Repair & Maintenance Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00	
Telephone Long Distance		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00	
Trash Removal		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00	
Utilities													\$0.00	
Water & Sewer		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	\$1,500.00	
Other Facilities & Utilities Expense		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00	
Total Rent and Utilities		\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.64	\$16,041.96	\$192,500.00	
D. Insurance														
Board Errors and Omissions													\$0.00	
General Liability Insurance		1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.74	\$20,000.00	
Health Insurance													\$0.00	
Property & Casualty Insurance		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00	
Property & Inland Marine													\$0.00	
Theft Insurance													\$0.00	
Treasurer Bonds		2500.00											\$2,500.00	
Umbrella/excess Liability													\$0.00	
Vehicle Insurance													\$0.00	
Worker's Compensation Insurance													\$0.00	
Other Insurance Expense (Please Describe)													\$0.00	
Total Insurance		\$5,166.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.74	\$34,500.00	
E. Service Contracts														
Accounting & Payroll Services		1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	\$18,000.00	
Consulting Services		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00	
Data Processing Services													\$0.00	
Equipment Rental & Lease		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00	
Food Service Contract			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00	
Legal Services		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00	
Professional & Technical Services		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00	
Pupil Transportation Contract			2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	\$20,000.00	
Security Services		50000.00											\$50,000.00	
Staff Development			1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00		\$10,000.00	
Other Service Contracts	Fundraisers	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	\$37,500.00	
Total Service Contracts		\$59,124.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$9,125.11	\$347,000.00	
F. Supplies & Materials														
Advertising		2500.00	2500.00										\$5,000.00	
Computer Software		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00	
Custodial Supplies		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00	
Instructional Supplies		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00	
Library Books		12500.00	12500.00										\$25,000.00	
Office Supplies & Expense		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00	
Postage		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	\$1,500.00	
Printing		666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.74	\$8,000.00	
Subscriptions		250.00	250.00										\$500.00	
Testing & Evaluation Supplies			800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00		\$8,000.00	

Textbooks		37500.00	37500.00											\$75,000.00
Other Supplies & Materials		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00
Total Supplies & Materials		\$61,041.64	\$61,841.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$8,291.96	\$213,000.00
<i>G. Capital Outlay</i>														
Computer Hardware														\$0.00
Computer Software														\$0.00
Office Furniture & Equipment		1250.00	1250.00											\$2,500.00
Instructional Furniture & Equipment		3750.00	3750.00											\$7,500.00
Vehicles														\$0.00
Land Purchases														\$0.00
Improvements & Alterations														\$0.00
Other Capital Outlay														\$0.00
Total Capital Outlay		\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
<i>H. Other Expenditures</i>														
Audit Expense		8333.33	8333.33	8333.34										\$25,000.00
Dues & Fees				1000.00										\$1,000.00
Judgments														\$0.00
Debt Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Travel Expense/Mileage		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Reimbursement														\$0.00
Field Trips														\$0.00
Payments to an EMO														\$0.00
BSU Administrative Fee		1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	1718.75	\$20,625.00
Total Other Expenditures		\$11,052.07	\$11,052.07	\$12,052.08	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.74	\$2,718.86	\$58,625.00
TOTAL EXPENDITURES		\$261,191.96	\$228,241.96	\$188,459.22	\$162,158.63	\$162,158.63	\$179,125.88	\$162,158.63	\$162,158.63	\$179,125.88	\$162,158.63	\$162,158.63	\$159,577.32	\$2,168,674.00
REMAINING CASH BALANCE (DEFICIT)		\$394,391.04	\$1,118,857.08	\$954,480.86	\$816,405.23	\$678,329.60	\$548,286.72	\$1,188,836.09	\$1,050,760.46	\$895,717.58	\$757,641.95	\$769,566.32	\$618,326.00	

Projected Enrollment <u>250</u>	YORK ACADEMY OF DISCOVERY						July 1, 2013 – June 30, 2014					Minimum Enrollment for Financial Viability <u>110</u>		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		\$618,326.00												\$618,326.00
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)		500000.00												\$500,000.00
Food Service			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00
Investment Earnings														\$0.00
Loan From Common School Loan														\$0.00
Other Grants (Please Describe)			150000.00									150000.00		\$300,000.00
State Grants (Please Describe)							25000.00							\$25,000.00
State Tuition Support			778625.00					778625.00						\$1,557,250.00
Transportation														\$0.00
Other (Please Describe)														\$0.00
In Kind Services		8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.37	\$100,000.00
TOTAL CASH IN (INCOME):		\$508,333.33	\$952,708.33	\$24,083.33	\$24,083.33	\$24,083.33	\$49,083.33	\$802,708.33	\$24,083.33	\$24,083.33	\$24,083.33	\$174,083.33	\$8,333.37	\$2,639,750.00
II. EXPENDITURES:														
A. Employee Salaries														
Director/Principal		6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.66	6666.74	\$80,000.00
Assistant Principal		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00
Other Administration - Business Manager		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Classroom Assistants		7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	7500.00	\$90,000.00
Clerical		2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.33	2083.37	\$25,000.00
Consultants (Please Describe)	1 art's/sport's coordinator	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Librarians		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00
Overtime Expense		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	\$6,000.00
Social Workers		2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	2625.00	\$31,500.00
Substitute Teachers		975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	\$11,700.00
Teachers		48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.67	48916.63	\$587,000.00
Technicians	"Custodians/Maintenance"	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	6250.00	\$75,000.00
Temporary Salaries	"Extra Curricular Salaries"	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Other Human Resource Expense (Please Describe)	12 extending learning personnel @ \$10 per hr.	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	3600.00	\$43,200.00
Total Employee Salaries		\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.64	\$86,616.96	\$1,039,400.00
B. Employee Benefits														
Group Dental Insurance														\$0.00
Group Health Insurance		11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	11600.00	\$139,200.00
Group Life Insurance														\$0.00
Long-Term Disability Insurance														\$0.00
Public Employee Retirement				2423.25			2423.25				2423.25		2423.25	\$9,693.00
Social Security & Medicare		6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	6185.00	\$74,220.00
Teacher Retirement				14544.00			14544.00				14544.00		14544.00	\$58,176.00
Unemployment Compensation		807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	807.75	\$9,693.00
Workers Compensation		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Other Employee Benefits														\$0.00
Total Employee Benefits		\$18,759.41	\$18,759.41	\$35,726.66	\$18,759.41	\$18,759.41	\$35,726.66	\$18,759.41	\$18,759.41	\$35,726.66	\$18,759.41	\$18,759.41	\$35,726.74	\$292,982.00
C. Rental of Facilities & Utilities														
Electricity		1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.66	1166.74	\$14,000.00
Gas, Oil, or Steam Heat		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00

Grass and Tree Services		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Internet Access		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00
Mortgage		12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	12500.00	\$150,000.00
Rent														\$0.00
Repair & Maintenance Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Telephone Long Distance		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00
Trash Removal		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Utilities														\$0.00
Water & Sewer		141.66	141.66	141.66	141.66	141.66	141.66	141.66	141.66	141.66	141.66	141.66	141.74	\$1,700.00
Other Facilities & Utilities Expense		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Total Rent and Utilities		\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,724.97	\$16,725.33	\$200,700.00
D. Insurance														
Board Errors and Omissions														\$0.00
General Liability Insurance		1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.66	1666.74	\$20,000.00
Health Insurance														\$0.00
Property & Casualty Insurance		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00
Property & Inland Marine														\$0.00
Theft Insurance														\$0.00
Treasurer Bonds		2500.00												\$2,500.00
Umbrella/excess Liability														\$0.00
Vehicle Insurance														\$0.00
Worker's Compensation Insurance														\$0.00
Other Insurance Expense (Please Describe)														\$0.00
Total Insurance		\$5,166.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.74	\$34,500.00
E. Service Contracts														
Accounting & Payroll Services		1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	1500.00	\$18,000.00
Consulting Services		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Data Processing Services														\$0.00
Equipment Rental & Lease		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Food Service Contract			15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00	15750.00		\$157,500.00
Legal Services		1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	\$12,000.00
Professional & Technical Services		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00
Pupil Transportation Contract			2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00	2000.00		\$20,000.00
Security Services		50000.00												\$50,000.00
Staff Development			1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00		\$10,000.00
Other Service Contracts	Fundraisers	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	\$37,500.00
Total Service Contracts		\$59,124.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$27,874.99	\$9,125.11	\$347,000.00
F. Supplies & Materials														
Advertising		2500.00	2500.00											\$5,000.00
Computer Software		1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	1250.00	\$15,000.00
Custodial Supplies		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Instructional Supplies		2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.66	2916.74	\$35,000.00
Library Books		12500.00	12500.00											\$25,000.00
Office Supplies & Expense		416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.66	416.74	\$5,000.00
Postage		125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	125.00	\$1,500.00
Printing		666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.66	666.74	\$8,000.00
Subscriptions		250.00	250.00											\$500.00
Testing & Evaluation Supplies			800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00		\$8,000.00
Textbooks		37500.00	37500.00											\$75,000.00
Other Supplies & Materials		2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	2500.00	\$30,000.00
Total Supplies & Materials		\$61,041.64	\$61,841.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$9,091.64	\$8,291.96	\$213,000.00
G. Capital Outlay														
Computer Hardware														\$0.00
Computer Software														\$0.00
Office Furniture & Equipment		1250.00	1250.00											\$2,500.00

Instructional Furniture & Equipment		3750.00	3750.00											\$7,500.00
Vehicles														\$0.00
Land Purchases														\$0.00
Improvements & Alterations														\$0.00
Other Capital Outlay														\$0.00
Total Capital Outlay		\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
<i>H. Other Expenditures</i>														
Audit Expense		8333.33	8333.33	8333.34										\$25,000.00
Dues & Fees				1000.00										\$1,000.00
Judgments														\$0.00
Debt Services		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.37	\$10,000.00
Travel Expense/Mileage		166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.66	166.74	\$2,000.00
Reimbursement														\$0.00
Field Trips														\$0.00
Payments to an EMO														\$0.00
BSU Administrative Fee		3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	\$41,250.00
Total Other Expenditures		\$12,770.82	\$12,770.82	\$13,770.83	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.49	\$4,437.61	\$79,250.00
TOTAL EXPENDITURES		\$265,205.13	\$232,255.13	\$192,472.39	\$166,171.80	\$166,171.80	\$183,139.05	\$166,171.80	\$166,171.80	\$183,139.05	\$166,171.80	\$166,171.80	\$163,590.45	\$2,216,832.00
REMAINING CASH BALANCE (DEFICIT)		\$861,454.20	\$1,581,907.40	\$1,413,518.34	\$1,271,429.87	\$1,129,341.40	\$995,285.68	\$1,631,822.21	\$1,489,733.74	\$1,330,678.02	\$1,188,589.55	\$1,196,501.08	\$1,041,244.00	

Projected Enrollment <u>250</u>	YORK ACADEMY OF DISCOVERY						July 1, 2014 – June 30, 2015						Minimum Enrollment for Financial Viability <u>117</u>		
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total	
CARRY OVER		\$1,041,244.00												\$1,041,244.00	
I. CASH IN (INCOME):															
Donations/Gifts (Please Describe)		500000.00												\$500,000.00	
Food Service			16065.00	16065.00	16065.00	16065.00	16065.00	16065.00	16065.00	16065.00	16065.00	16065.00		\$160,650.00	
Investment Earnings														\$0.00	
Loan From Common School Loan														\$0.00	
Other Grants (Please Describe)														\$0.00	
State Grants (Please Describe)							25000.00							\$25,000.00	
State Tuition Support			778625.00					778625.00						\$1,557,250.00	
Transportation														\$0.00	
Other (Please Describe)														\$0.00	
In Kind Services		8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.37	\$100,000.00	
TOTAL CASH IN (INCOME):		\$508,333.33	\$803,023.33	\$24,398.33	\$24,398.33	\$24,398.33	\$49,398.33	\$803,023.33	\$24,398.33	\$24,398.33	\$24,398.33	\$24,398.33	\$8,333.37	\$2,342,900.00	
II. EXPENDITURES:															
A. Employee Salaries															
Director/Principal		6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	\$81,600.00	
Assistant Principal		2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	\$35,700.00	
Other Administration - Business Manager		2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	\$25,500.00	
Classroom Assistants		7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	\$91,800.00	
Clerical		2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	\$25,500.00	
Consultants (Please Describe)	1 art's/sport's coordinator	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	\$10,200.00	
Librarians		1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	\$15,300.00	
Overtime Expense		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	\$6,000.00	
Social Workers		2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	\$32,130.00	
Substitute Teachers		975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	\$11,700.00	
Teachers		49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	\$598,740.00	
Technicians	"Custodians/Maintenance"	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	\$76,500.00	
Temporary Salaries	"Extra Curricular Salaries"	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	\$5,100.00	
Other Human Resource Expense (Please Describe)	12 extending learning personnel @ \$10.20/ hr.	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.37	\$43,864.00	
Total Employee Salaries		\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.87	\$1,059,634.00	
B. Employee Benefits															
Group Dental Insurance														\$0.00	
Group Health Insurance		13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	13456.00	\$161,472.00	
Group Life Insurance														\$0.00	
Long-Term Disability Insurance														\$0.00	
Public Employee Retirement				2496.75			2496.75			2496.75			2496.75	\$9,987.00	
Social Security & Medicare		6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.66	6308.74	\$75,704.00	
Teacher Retirement				14835.00			14835.00			14835.00			14835.00	\$59,340.00	
Unemployment Compensation		823.83	823.83	823.83	823.83	823.83	823.83	823.83	823.83	823.83	823.83	823.83	823.87	\$9,886.00	

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Library Books		12750.00	12750.00												\$25,500.00
Office Supplies & Expense		425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	\$5,100.00
Postage		127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	127.50	\$1,530.00
Printing		680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	680.00	\$8,160.00
Subscriptions		255.00	255.00												\$510.00
Testing & Evaluation Supplies			816.00	816.00	816.00	816.00	816.00	816.00	816.00	816.00	816.00	816.00	816.00	816.00	\$8,160.00
Textbooks		38250.00	38250.00												\$76,500.00
Other Supplies & Materials		2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	2550.00	\$30,600.00
Total Supplies & Materials		\$62,262.50	\$63,078.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$9,273.50	\$8,457.50	\$217,260.00
<i>G. Capital Outlay</i>															
Computer Hardware															\$0.00
Computer Software															\$0.00
Office Furniture & Equipment		1275.00	1275.00												\$2,550.00
Instructional Furniture & Equipment		3825.00	3825.00												\$7,650.00
Vehicles															\$0.00
Land Purchases															\$0.00
Improvements & Alterations															\$0.00
Other Capital Outlay															\$0.00
Total Capital Outlay		\$5,100.00	\$5,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,200.00
<i>H. Other Expenditures</i>															
Audit Expense		8500.00	8500.00	8500.00											\$25,500.00
Dues & Fees				1020.00											\$1,020.00
Judgments															\$0.00
Debt Services		850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	\$10,200.00
Travel Expense/Mileage		170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	170.00	\$2,040.00
Reimbursement															\$0.00
Field Trips															\$0.00
Payments to an EMO															\$0.00
BSU Administrative Fee		3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	\$41,250.00
Total Other Expenditures		\$12,957.50	\$12,957.50	\$13,977.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$4,457.50	\$80,010.00
TOTAL EXPENDITURES		\$284,961.31	\$251,352.31	\$210,799.06	\$183,947.31	\$183,947.31	\$201,279.06	\$183,947.31	\$183,947.31	\$201,279.06	\$183,947.31	\$183,947.31	\$183,947.31	\$181,338.34	\$2,434,693.00
REMAINING CASH BALANCE (DEFICIT)		\$1,264,616.02	\$1,816,287.04	\$1,629,886.31	\$1,470,337.33	\$1,310,788.35	\$1,158,907.62	\$1,777,983.64	\$1,618,434.66	\$1,441,553.93	\$1,282,004.95	\$1,122,455.97	\$949,451.00		

Projected Enrollment <u>250</u>	YORK ACADEMY OF DISCOVERY						July 1, 2015 – June 30, 2016						Minimum Enrollment for Financial Viability <u>117</u>	
	Description (where requested in Column A)	July	August	September	October	November	December	January	February	March	April	May	June	Total
CARRY OVER		\$949,451.00												\$949,451.00
I. CASH IN (INCOME):														
Donations/Gifts (Please Describe)		500000.00												\$500,000.00
Food Service			16386.30	16386.30	16386.30	16386.30	16386.30	16386.30	16386.30	16386.30	16386.30	16386.30		\$163,863.00
Investment Earnings														\$0.00
Loan From Common School Loan														\$0.00
Other Grants (Please Describe)														\$0.00
State Grants (Please Describe)							25000.00							\$25,000.00
State Tuition Support			778625.00					778625.00						\$1,557,250.00
Transportation														\$0.00
Other (Please Describe)														\$0.00
In Kind Services		8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.33	8333.37	\$100,000.00
TOTAL CASH IN (INCOME):		\$508,333.33	\$803,344.63	\$24,719.63	\$24,719.63	\$24,719.63	\$49,719.63	\$803,344.63	\$24,719.63	\$24,719.63	\$24,719.63	\$24,719.63	\$8,333.37	\$2,346,113.00
II. EXPENDITURES:														
<i>A. Employee Salaries</i>														
Director/Principal		6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	6800.00	\$81,600.00
Assistant Principal		2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	2975.00	\$35,700.00
Other Administration - Business Manager		2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	\$25,500.00
Classroom Assistants		7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	7650.00	\$91,800.00
Clerical		2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	2125.00	\$25,500.00
Consultants (Please Describe)	1 art/s/sport's coordinator	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	\$10,200.00
Librarians		1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	1275.00	\$15,300.00
Overtime Expense		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	\$6,000.00
Social Workers		2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	2677.50	\$32,130.00
Substitute Teachers		975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	975.00	\$11,700.00
Teachers		49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	49895.00	\$598,740.00
Technicians	"Custodians/Maintenance"	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	6375.00	\$76,500.00
Temporary Salaries	"Extra Curricular Salaries"	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	425.00	\$5,100.00
Other Human Resource Expense (Please Describe)	12 extending learning personnel @ \$10.20/hr.	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.33	3655.37	\$43,864.00
Total Employee Salaries		\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.83	\$88,302.87	\$1,059,634.00
<i>B. Employee Benefits</i>														
Group Dental Insurance														\$0.00
Group Health Insurance		15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15614.00	15613.00	\$187,367.00
Group Life Insurance														\$0.00
Long-Term Disability Insurance														\$0.00
Public Employee Retirement				2546.25			2546.25			2546.25			2546.25	\$10,185.00
Social Security & Medicare		6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.83	6434.87	\$77,218.00

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Advertising		2601.00	2601.00											\$5,202.00
Computer Software		1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	1300.50	\$15,606.00
Custodial Supplies		433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	\$5,202.00
Instructional Supplies		3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	3034.50	\$36,414.00
Library Books		13005.00	13005.00											\$26,010.00
Office Supplies & Expense		433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	433.50	\$5,202.00
Postage		130.00	130.00	130.00	130.00	130.00	130.00	130.00	130.00	130.00	130.00	130.00	130.00	\$1,560.00
Printing		693.58	693.58	693.58	693.58	693.58	693.58	693.58	693.58	693.58	693.58	693.58	693.62	\$8,323.00
Subscriptions		260.00	260.00											\$520.00
Testing & Evaluation Supplies			832.30	832.30	832.30	832.30	832.30	832.30	832.30	832.30	832.30	832.30		\$8,323.00
Textbooks		39015.00	39015.00											\$78,030.00
Other Supplies & Materials		2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	2601.00	\$31,212.00
Total Supplies & Materials		\$63,507.58	\$64,339.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$9,458.88	\$8,626.62	\$221,604.00
<i>G. Capital Outlay</i>														
Computer Hardware														\$0.00
Computer Software														\$0.00
Office Furniture & Equipment		1500.00	1500.00											\$3,000.00
Instructional Furniture & Equipment		3901.50	3901.50											\$7,803.00
Vehicles														\$0.00
Land Purchases														\$0.00
Improvements & Alterations														\$0.00
Other Capital Outlay														\$0.00
Total Capital Outlay		\$5,401.50	\$5,401.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,803.00
<i>H. Other Expenditures</i>														
Audit Expense		8670.00	8670.00	8670.00										\$26,010.00
Dues & Fees				1040.00										\$1,040.00
Judgments														\$0.00
Debt Services		867.00	867.00	867.00	867.00	867.00	867.00	867.00	867.00	867.00	867.00	867.00	867.00	\$10,404.00
Travel Expense/Mileage		173.33	173.33	173.33	173.33	173.33	173.33	173.33	173.33	173.33	173.33	173.33	173.37	\$2,080.00
Reimbursement														\$0.00
Field Trips														\$0.00
Payments to an EMO														\$0.00
BSU Administrative Fee		3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	\$41,250.00
Total Other Expenditures		\$13,147.83	\$13,147.83	\$14,187.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.83	\$4,477.87	\$80,784.00
TOTAL EXPENDITURES		\$290,326.78	\$256,046.58	\$214,481.83	\$187,094.08	\$187,094.08	\$204,771.83	\$187,094.08	\$187,094.08	\$204,771.83	\$187,094.08	\$187,094.08	\$184,432.67	\$2,477,396.00
REMAINING CASH BALANCE (DEFICIT)		\$1,167,457.55	\$1,714,755.60	\$1,524,993.40	\$1,362,618.95	\$1,200,244.50	\$1,045,192.30	\$1,661,442.85	\$1,499,068.40	\$1,319,016.20	\$1,156,641.75	\$994,267.30	\$818,168.00	

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Workers Compensation		176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.74	\$2,120.00
Other Employee Benefits															\$0.00
Total Employee Benefits		\$25,703.65	\$25,703.65	\$43,734.65	\$25,703.65	\$25,703.65	\$43,734.65	\$25,703.65	\$25,703.65	\$43,734.65	\$25,703.65	\$25,703.65	\$43,734.85	\$380,568.00	
<i>C. Rental of Facilities & Utilities</i>															
Electricity		1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.08	1238.12	\$14,857.00
Gas, Oil, or Steam Heat		1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	1327.00	\$15,924.00
Grass and Tree Services		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Internet Access		250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	\$3,000.00
Mortgage		25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	25750.00	\$309,000.00
Rent															\$0.00
Repair & Maintenance Services		884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.37	\$10,612.00
Telephone Long Distance		265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.33	265.37	\$3,184.00
Trash Removal		176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.87	\$2,122.00
Utilities															\$0.00
Water & Sewer		150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.33	150.37	\$1,804.00
Other Facilities & Utilities Expense		83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.37	\$1,000.00
Total Rent and Utilities		\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.56	\$30,208.84	\$362,503.00	
<i>D. Insurance</i>															
Board Errors and Omissions															\$0.00
General Liability Insurance		1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.16	1769.24	\$21,230.00
Health Insurance															\$0.00
Property & Casualty Insurance		1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	1061.25	\$12,735.00
Property & Inland Marine															\$0.00
Theft Insurance															\$0.00
Treasurer Bonds		2650.00													\$2,650.00
Umbrella/excess Liability															\$0.00
Vehicle Insurance															\$0.00
Worker's Compensation Insurance															\$0.00
Other Insurance Expense (Please Describe)															\$0.00
Total Insurance		\$5,480.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.41	\$2,830.49	\$36,615.00	
<i>E. Service Contracts</i>															
Accounting & Payroll Services		1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.83	1591.87	\$19,102.00
Consulting Services		176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.66	176.74	\$2,120.00
Data Processing Services															\$0.00
Equipment Rental & Lease		884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.37	\$10,612.00
Food Service Contract			16714.00	16714.00	16714.00	16714.00	16714.00	16714.00	16714.00	16714.00	16714.00	16714.00	16714.00		\$167,140.00
Legal Services		1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	1075.00	\$12,900.00
Professional & Technical Services		2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	\$31,836.00
Pupil Transportation Contract			2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	2122.40	\$21,224.00
Security Services		53060.00													\$53,060.00
Staff Development			1061.20	1061.20	1061.20	1061.20	1061.20	1061.20	1061.20	1061.20	1061.20	1061.20	1061.20		\$10,612.00
Other Service Contracts	Fundraisers	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	3125.00	\$37,500.00
Total Service Contracts		\$62,565.82	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$29,403.42	\$9,505.98	\$366,106.00
<i>F. Supplies & Materials</i>															
Advertising		2653.00	2653.00												\$5,306.00
Computer Software		1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	1326.50	\$15,918.00
Custodial Supplies		442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.24	\$5,306.00
Instructional Supplies		3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.16	3095.24		\$37,142.00

Library Books		13265.00	13265.00												\$26,530.00
Office Supplies & Expense		442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.16	442.24		\$5,306.00
Postage		132.66	132.66	132.66	132.66	132.66	132.66	132.66	132.66	132.66	132.66	132.66	132.74		\$1,592.00
Printing		707.41	707.41	707.41	707.41	707.41	707.41	707.41	707.41	707.41	707.41	707.41	707.49		\$8,489.00
Subscriptions		265.00	265.00												\$530.00
Testing & Evaluation Supplies			848.90	848.90	848.90	848.90	848.90	848.90	848.90	848.90	848.90	848.90			\$8,489.00
Textbooks		39795.00	39795.00												\$79,590.00
Other Supplies & Materials		2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00	2653.00		\$31,836.00
Total Supplies & Materials		\$64,777.05	\$65,625.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$9,647.95	\$8,799.45		\$226,034.00
<i>G. Capital Outlay</i>															
Computer Hardware															\$0.00
Computer Software															\$0.00
Office Furniture & Equipment		1530.00	1530.00												\$3,060.00
Instructional Furniture & Equipment		3979.50	3979.50												\$7,959.00
Vehicles															\$0.00
Land Purchases															\$0.00
Improvements & Alterations															\$0.00
Other Capital Outlay															\$0.00
Total Capital Outlay		\$5,509.50	\$5,509.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,019.00
<i>H. Other Expenditures</i>															
Audit Expense		8843.33	8843.33	8843.34											\$26,530.00
Dues & Fees				1060.00											\$1,060.00
Judgments															\$0.00
Debt Services		884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.33	884.37		\$10,612.00
Travel Expense/Mileage		176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.83	176.87		\$2,122.00
Reimbursement															\$0.00
Field Trips															\$0.00
Payments to an EMO															\$0.00
BSU Administrative Fee		3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50	3437.50		\$41,250.00
Total Other Expenditures		\$13,341.99	\$13,341.99	\$14,402.00	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.66	\$4,498.74		\$81,574.00
TOTAL EXPENDITURES		\$297,626.22	\$262,662.72	\$220,266.23	\$192,331.89	\$192,331.89	\$210,362.89	\$192,331.89	\$192,331.89	\$210,362.89	\$192,331.89	\$192,331.89	\$189,617.71		\$2,544,890.00
REMAINING CASH BALANCE (DEFICIT)		\$1,028,875.11	\$1,569,884.72	\$1,374,665.82	\$1,207,381.26	\$1,040,096.70	\$879,781.14	\$1,491,121.58	\$1,323,837.02	\$1,138,521.46	\$971,236.90	\$803,952.34	\$622,668.00		





Printed: 09/14/11

Valuation Record				
Assessment Date	Reason for Change	Land	Improvements	Total Valuation
01-01-2008	Error Correction (Form 133)	520100	727700	1247800
01-01-2008	ANNUAL ADJUSTMENT	520100	1413600	1933700
01-01-2007	ANNUAL ADJUSTMENT	520100	1356800	1876900
01-01-2006	ANNUAL ADJUSTMENT	728200	1336400	2064600
01-01-2004	NEW CONSTRUCTION - COMPLETE STRUCTURE	405800	1292700	1698500
01-01-2003	COMBINATION	405800	1232200	1638000
01-01-2002	GENERAL REVALUATION	352600	1643000	1995600
01-01-2002	CORRECT	403000	1643000	2046000
01-01-2002	GENERAL REVALUATION	403000	1232200	1635200
01-01-2001	ADDITION TO EXISTING STRUCTURE	47000	758700	805700
01-01-1998	Error Correction (Form 133)	47000	701400	748400
01-01-1997	Error Correction (Form 133)	48000	462500	510500
01-01-1997	NEW CONSTRUCTION - COMPLETE STRUCTURE	47000	681100	728100
01-01-1996	OMITTED OR UNDERVALUED PROPERTY	48000	467700	515700
01-01-1994	GENERAL REVALUATION	23200	261900	285100
01-01-1994	Error Correction (Form 133)	48000	291600	339600
01-01-1989	MISCELLANEOUS	387000	0	387000

Public Utilities		Exterior Features		Special Features	
Water:	N	Exterior Feature	Size/Area	Description	Size/Area
Sewer:	N	Porch, Open Masonry	100	Mezzanine	912
Gas:	N	Porch, Open Masonry	100		
Electricity :	N	Porch, Open Frame	384		
All:	Y	Porch, Open Frame	80		

Summary Of Improvements					
Buildings	Grade	Condition	Construction Year	Effective Year	Area

Floor	Description	Area In Use	Area Not In Use 0	AreaAC	Area Heat	Area Sprinkled
1	General Office	18020	Plumbing	18020	18020	0

e// Building 1

Wall Types					
Floor	Wall Type 0	Wall Type 1	Wall Type 2	Wall Type 3	Wall Type 4
	0	467	275	0	0

r Uses Area				
Floor	Area In Use	Not In Use	AreaAC 19593	Area Sprinkle
Description General Retail	20373	0	Area Heat 20373	d 19593
	Floo			

Com m Fixtures:
Comm ExtraFixtures:
DrinkingFountains:
WaterCoolerRefrlg:

Photos and Sketches

Plumbing 14 14
2
1

Buildings	Grade	Condition	Construction Year	Effective Year	Area
Paving, Asphalt1	C	A	1994	1994	11115
Fencing, Melal1	C	A	1994	1994	0
Paving, Asphalt2	C	A	1994	1994	32210
C// Building 2	C	A	1994	1994	4450
C// Building 3	C	A	1993	1993	18020
C// Building 1	C	A	1989	1989	20373
PAVING, ASPHAL T2	C	A	1989	1989	40480

C/I Building 2					
Floor	Description	Area In Use	Wall Type	Area Not In Use	Heat
1	GCK	4450	Wall Type 4	0	4450
1	Wall Type 1	78	Area Sprinkled	0	0
1	200	AreaAC	4450	Ar	ea
1	Com m Fixtures:	Plumbing	5	5	5
1	Com m ExtraFixtures:				
1	DrinkingFountains:				

Floor	Wall Type 1	Floor Uses	0
293	Wall Type 3		
Wall Type	Wall Types	0	
Type	Wall Type 2		
0 0	301	Wall Type 4	n/1 n , "" "" 11 - , ~ , P , n " -

York Academy of Discovery assures Ball State University that we are in compliance with Ball State Policy on Organizer Governance.

The Organizer's and governing body will maintain offices in the state of Indiana. All organizing members have residence in the state of Indiana.

See Governance Section for further information.

**BYLAWS
OF
York Academy of Discovery, Inc.**

ARTICLE I

General

Section 1. Name. The name of the corporation is York Academy of Discovery, Inc.

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 4127 Autumn Drive New Albany, IN 47150. The initial registered agent in charge of the initial registered office is Rebecca Kischnick.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than 5, as designated by resolution of the Board of Directors from time to time. ***At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.***

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of 3 years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, at least 1 year must elapse before he or she again may be elected to the Board of Directors.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

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

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.¹

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

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

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

Oral notice shall be effective when communicated.

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

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

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COMMENTARY: The Organizer's governing board has the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school. As such, it should conduct regular board meetings throughout the year at regularly scheduled times and at regularly scheduled intervals where possible. Special meetings can be scheduled by the board as necessary to address unique issues which may arise in the charter school's operations. It is the experience of Ball State University that successful governing boards generally conduct between eight (8) and twelve (12) regular meetings per year. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of

the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

(a) Violations of applicable law, including (but not limited to):

(i) Violations of the Indiana Charter School Law; and

(ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

(b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from 3 consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

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

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. Any two or more offices may be held by the same person. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time with or without cause as that term is defined herein in Article - II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

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

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

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

ARTICLE IV

Committees

The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations, and carry on functions for the purpose of efficiently accomplishing the purposes of Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions, or authority of the Board of Directors, except where prohibited by law, provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be members, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee, the delegation of powers, functions or authority specific to the committee, and the appointment of its members shall be by a majority of all directors in office when the action is taken.

ARTICLE V

Conflicts of Interest

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

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with

respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

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

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

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

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be

not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

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

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

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

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

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

(c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if

requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

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

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

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

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

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

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

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

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

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

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

ARTICLE VIII

Amendments

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

Recruitment and Enrollment Procedures

York Academy of Discovery is open to all students living in Indiana. Once Ball State has approved our proposal and given us the okay to begin recruitment, York Academy will begin a recruitment campaign. Recruitment will include some of the following: York Academy website (www.yorkdiscovery.org), advertised parent meetings, visits to neighborhoods, newspaper ads, visits to community agencies such as the Hispanic Connection, bulk mailing... We will even be going door to door if need be, to make people aware of the school and the benefits to their children.

Open enrollment will end on January 9, 2012. On January 9, enrolled students will be counted. Students will be sorted according to grade levels to determine if we have enough students for two classes per grade level. At that point a decision will be made to readjust classes and proposed staffing if numbers are lopsided to a particular grade level. If classes are close to full in all grade levels, we will proceed as initially planned and continue to recruit more students for that grade level. Applications received after January 9, 2012 will be enrolled if spaces are available. We realize that during our first few years we will probably have to extend the enrollment date – even into the school year.

If enrolled students exceed the capacity of any grade level and readjustments cannot be made, a random lottery will be held for each grade level that is over in numbers. If a lottery takes place, students will be added to a waiting list after the lottery process. The waiting list with assigned numbers will be published on the York Academy website.

The Lottery Process

*Registered students prior to January 9, 2012, will be assigned numbers to be randomly chosen in a lottery if required. The lottery will be advertised in local newspapers and media for a three week period.

*As required, York Academy of Discovery will notify in writing and by e-mail the Office of Charter Schools ten days prior to the lottery.

*The lottery will be conducted on Jan. 30, 2012, if necessary, at York Academy of Discovery or another designated location.

*An outside third party will be found to conduct the lottery. This third party will audit the procedures and will verify in writing the authenticity of the procedures. This person will be selected by the Organizers/Board.

*The lottery is a public meeting and anyone may attend.

*The lottery will include separate drawings for each grade level that is oversubscribed.

*If a student is registered prior to January 9 and is randomly chosen in the lottery and also has a sibling in the same grade and/or in another grade that was also registered prior to January 9, that sibling will be given preference if spaces are available and will be excluded from the lottery.

*The lottery drawing will rotate in selecting applicants for grade levels. Names will be drawn from the oldest to youngest classrooms, where applicable.

*Students that are not selected will be placed on the waiting list in order by grade and date. The waiting list by student number will be publicly displayed on the Academy's website.

*The lottery will be weighted to ensure diversity.

There are no desegregation orders in effect in this Southern Indiana area. If there were, York Academy of Discovery would follow all desegregation orders.

SCHOOL CLIMATE AND STUDENT DISCIPLINE

Establishing and Maintaining a Positive School Climate

York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. York Academy also believes in the essential elements of culture as stated by the National Paideia Center:

*The school is dedicated to the lifelong learning of all children and all adults.

*Since the goal of schooling is to foster lifelong learning in all involved, the school is full of adults and children who view themselves as constantly growing and learning, whose self-assessment is both demanding and fluid.

School Wide Discipline Plan

One major rule will be employed in the school: “Respect people and property including oneself.” This rule covers almost any infraction. Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. The rule will be stated every day in morning community meeting with the Director/Principal.

Other school wide strategies will include:

*Give Me 5 (two eyes watching, two ears listening, and one mouth closed)

*SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)

*Hallway behavior (straight line, lips closed, hands and feet to yourself)

*Restroom behavior (emphasis on the school rule – Respect people and property including oneself)

*Teaching & application of character traits -some Socratic Seminars will be based on character trait discussion and why those specific traits would be important to society

School Wide Discipline Plan will include:

*Fair, consistent, agreed upon rules that are developed based on the school rule – discussion will occur about the word fair: What does fair mean, life is not fair – what does that mean, fair does not mean that everyone is treated the same...

*All classroom discipline plans and rules will stem from the school rule and will be turned into the principal the first week of school

*Emphasis and reinforcement of desired and appropriate behavior

Classroom Discipline Plan – Consequences for inappropriate behavior

1. Warning
2. Student conference with goal setting
3. Thinking time in the classroom or another classroom and/or classroom community service
4. Parent contact
5. Character Development during the afternoon sessions beginning at 3:00
6. Teacher/student/parent conference arranged
7. Time out in the office for thinking and cool down
8. Office referral – discussion with the Director/Principal with goal setting and/or school community service

Character Development

- *The goal will be to find the cause of the behavior in order to set up interventions & reinforcements.
- *Discussions will be held with students experiencing difficulties regarding their behavior and needs
- *Staff will determine if there is a need for social skills training, character trait development, anger management, etc. If students have had continual problems with behavior, they will take part in character growth at 3:00 during specials. This is where social skills training, character trait development, and anger management will occur. This will be a problem solving area.
- *Consequences will be given, keeping in mind that there is a difference between punishment and disciplining with dignity. Classroom and school community service will be emphasized in order to remind students that their behavior affects the school and classroom community.
- *The counselor will also work with staff and students experiencing difficulties. The goal is to provide most of this service in the classroom so students learn to work with others cooperatively.

Homework & Unfinished Work Room

- *There will be homework help provided each morning from 8:00 until 8:20.
- *If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 3:00 instead of specials. Once their work is complete they will be allowed to attend specials. The expectation for work is to produce high quality products – if students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal. The homework room will be viewed as a way to help students grow and learn.

Thinking Time/Time-outs

- *Sometimes the teacher and/or the student simply need a time away period without formal discipline procedures. Time-outs/ thinking time will be limited to 10 minutes unless the child is clearly not ready to re-enter the classroom routine. If after 10 minutes the child has not gained control, discussion will occur with the Director/Principal.
- *Teachers will also be assigned a partner for time-out that may be used to assist with time away.
- *Developing relationships with students is the key to good discipline. Developing a relationship with parents will also help teacher and parents support one another.
- *Consequences should “fit the crime”. Discipline is the opportunity to help children learn social skills and appropriate ways of handling behavior. We are always teaching even in discipline situations.

Office Referrals

When writing up a student, A Referral/Discipline Form must be completed and sent with the student to the office. Teachers will fill out the REASON for the referral section as well as the basic informational items. It is important to state the facts clearly and concisely. The Director/Principal may ask teachers for further details and/or clarification. Once a referral has been made, the teacher has turned over authority to the Director/Principal. Whenever and wherever possible the teacher should maintain their “authority”.

Monthly Character Traits

Below is a list of the character traits that will be a focus for each month. These will be included in seminar sessions. Student of the month will be determined based on the character trait for that particular month. These traits will be modeled, taught, and practiced to ensure student application. Moreover, these traits will be reinforced in the Character Room.

August	Self-Control	January	Cooperation
September	Friendliness	February	Good Manners
October	Responsibility	March	Self-Discipline
November	Respect	April	Citizenship
December	Honesty	May	Kindness

Staff will be trained in all discipline policies of the school. Culture and discipline policies will be a part of teacher collaborations.

Parents will receive discipline policies of the school upon enrollment. Students and parents will also sign a form discussing discipline policies. This will be due the first week of school or within one week of enrollment.

See student handbook.

“Let us dedicate ourselves to what the Greeks wrote so many years ago;
to tame the savageness of man
and to make gentle the life of this world.”
Robert Kennedy

YORK ACADEMY OF DISCOVERY IS A BULLY FREE ZONE

Bullying and harassment will not be tolerated and will result in all or some of the following actions:

- *Student apology to the victim/victims
- *Parent contact
- *Student will complete a research paper on bullying and its impact on others
- *Student will suggest and demonstrate 5 “act of kindness” for the victim and others
- *Goal setting with the student to prevent further incidents
- *Character development and social skills in the afternoon during specials for a specified period of time
- *Student will receive services from our school counselor

YORK ACADEMY OF DISCOVERY PROVIDES AN ENVIRONMENT FREE OF SEXUAL HARASSMENT

Any incidents of sexual harassment should be reported to the principal/director. Complaint procedures are in place.

Consequences for inappropriate behavior:

- *Warning
- *Student conference with goal setting
- *Thinking time in the classroom or another classroom
- *Natural consequences
- *Classroom/School community service
- *Parent Contact
- *Character development during the after special sessions
- *Teacher/student/parent conference arranged
- *Time out in the office for thinking and cool down
- *Office referral

The last resort for discipline includes in-school suspension, out of school suspensions, and expulsion.

Actions that require discipline:

Alcohol/drugs
Assault and/or battery (verbal or written)
Bomb threats
Bullying
Computer misuse
Defacing or damaging school property

Defiance or gross insubordination
Discrimination against/threatening school personnel or other students
Disrespect to school personnel
Disruptive behavior
Distribution of literature promoting illegal or disruptive behavior
Fighting
Weapons, possession
Fireworks, possession
Gang Activity
Profanity, possession of lewd materials
Racial/Anti-Semitic behavior
Sexual Harrassment
Sexual/Lewd Behaviors
Tobacco products
Truancy
Vandalism

IC 20 – 33 – 8 -16 Possession of firearms, deadly weapons, or destructive devices – will follow law

IC 20 – 33 – 8 – 13.5 Discipline rules prohibiting bullying required – will follow law

HEALTH AND SAFETY

York Academy of Discovery will hire a part-time Health Assistant. The Health Assistant will be part of the management team as stated in the Administrative Section of this document. The Health Assistant will oversee and manage all aspects of the school health program. She will work with a nurse in areas that are beyond her training and expertise.

Immunizations and other Health Requirements

Families will submit immunization records at the time of enrollment in the school. The health assistant will check the immunization records to ensure that students have obtained the minimum required vaccinations as set forth by the state of Indiana. If any vaccinations are missing, the health assistant will contact the guardian about the need to update the immunization record. Follow-up will be carried out by the business manager of the school and/or the Director/Principal. Families that desire exemption from vaccinations will submit in written documentation for the exemption either due to medical or religious reasons. Exemption documentation must be updated yearly. Exemptions will be filed with student medical records.

Proper Handling of Medical Records

Medical records will be kept with the health assistant files in the health office, under lock and key. Staff will be trained in confidentiality of medical records and health information. Medical records will be kept separate from the students' permanent records. Access to these records will be given to administrative staff, the child's teacher, assistants and personnel that may be working with the child, and the health assistant. The classroom teacher will leave instructions for substitutes that may contain health issues for certain students. With the instructions will be a directive that this is confidential information. Substitutes will be given written directions to call the health assistant or the office for problems that may occur.

First Aid and Emergencies

The first aid office will have a supply for minor first aid issues: ace wraps, band aids, gauze pads, ice packs, splints, sterile saline eyewash, tape, thermometer and probe covers, tweezers... When the health assistant is on school grounds, he/she will provide first aid as needed for students. When the health assistant is not present, other designated office personnel will provide minor first aid services. A nurse will train the health assistant and office personnel that will be dealing with first aid administration. The health assistant and designated office personnel will also receive training in the health and safety policies of the school.

All standing orders from the Chief Medical Officer of Clark County for Clark County Schools will be observed. The health assistant will keep a copy of these orders in an area that is readily accessible. In the event of illness or accident, parents will be notified by the health office or school office. The parent may decide to pick up the child or in emergency situations an ambulance may be called. In the event a parent cannot be reached, emergency contacts as specified by the guardian will be called.

Enrollment forms will provide emergency contact information from parents. Parents will be required to provide cell phone numbers as well as work and home phone numbers. Emergency contact numbers must also be provided. All phone numbers must be kept up to date. All enrollment and emergency information will be entered into computer records by the school business manager and will be made accessible to the health assistant and office personnel.

Medications and Medical Treatments for Students

For any student needing to receive medication at school, the parent will complete the proper medication authorization forms. The medication must be brought to school in its original container with the label attached. Medication authorization forms will be available at enrollment and through the health assistant

office and/or school office. Completed medication authorization forms will be kept in the health assistant office.

Legal guardians who wish for prescription medications to be administered on a regular daily basis during school hours must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication to the school in the original prescription bottle, labeled with the name of the student, prescription number, directions to administer (including dose and time to be given); doctor's name, and name of medication.
- *Provide a signed statement from the doctor. The Medication Authorization Form includes the format for the signed statement from the doctor. A separate statement from the doctor may also be used if it includes the name of the student, name of the medication, amount to be given, time to be given, and the purpose of the medication.

Legal guardians who wish for prescription medication for illness to be administered during the school day must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication in the original bottle, labeled with the name of the student, the prescription number, directions to administer, the doctor's name, and the name of the medication.

Legal guardians who wish for occasional non-prescription medication to be administered during the school day must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication in the original bottle and with a label that shows the recommended dosing information.

Legal guardians who wish to carry medication that students will self-administer must do the following:

- *Must complete and sign the authorization form for self-administration. The form indicates that the student can self-administer the medication without direction or supervision of school staff.
- *The form must be signed by the guardian, the doctor, and the student.

All medications will be kept in a locked medicine cabinet in the health office that will be accessible to the health assistant and designated office personnel. The health assistant and designated office personnel will maintain a log of all medications given. The log will contain the student's name, the date, the time, the name of the medication, the amount, and why. The log book will be locked up each day with the medications. Any unused medications must be picked up by the guardian. Medications will not be sent home without the guardian present.

Hearing and Vision Screening of Students

The health assistant, under the direction of a nurse, will provide health screenings as instructed by the state of Indiana. Vision screenings will be conducted on first and third graders. If vision screenings indicate that further examinations might be necessary, written recommendations will be provided to the parents. Hearing screenings will be a contracted service.

Other Health Requirements

At enrollment, health history forms will be provided to guardians. Health history forms will be provided for each student. The health assistant will review all health history forms and will work with a nurse to coordinate any health plans that may be necessary. Any guardian enrolling a student with Asthma, Diabetes, Epilepsy, insect/bee allergy, a severe food allergy, or any other condition requiring special care must meet with the health assistant to complete a Health Care Plan. A nurse will provide any training to staff that may be necessary to carry out the Health Care Plan. The Health Care Plan will be kept with the

student medical records. The teacher will provide substitutes with necessary information and note that the information is confidential. The substitute will call the health assistant or front office if problems arise.

All staff will be trained in CPR and Blood Borne Pathogen procedures.

The health assistant and front office assistant who maintains attendance will keep records of reported illnesses and reasons for absences. Parents will be required to report absences to the school. If guardians have not called the school to report an absence the school will contact the guardian.

Any student with an IEP that indicates a health plan is necessary will involve a nurse and the health assistant. The nurse will help write the health plan for the student. The special education teacher and the health assistant will oversee the health plan implementation.

A major goal of York Academy of discovery is to provide a nurturing and safe environment for children. Staff will nurture children through relationship-based instruction. Staff will demonstrate a caring and compassionate attitude that reaches into the hearts of others in order to help them achieve their full potential. Classroom environments will demonstrate positive supports and will maintain a safe environment for all students and staff.

Our school will maintain a crisis plan manual. Drills will be conducted as required by the state of Indiana. Staff will be trained in positive behavior supports and will develop positive relationships with students. The counselor will provide support services to students in need. Training will be provided to staff on proper supervision of students and how to handle “crisis” situations. It is our hope to purchase a security system that includes cameras. The front office will maintain a visitor’s log.

Meeting the Nutritional Needs of Students

At this time, we have not secured a building site for the school. We do not know if a cafeteria will be available to provide food services. In the event that there is no cafeteria, we will require lunches to be brought from home. Guardians will be instructed to provide nutritious lunches for their children. Any celebrations held by the school will also provide foods of a nutritious nature. Guardians will be instructed in the health policies of the school through the student handbook. In the event that a student forgets his/her lunch, the parent will be contacted to bring the lunch to school. If the parent cannot be reached, an emergency contact person will be contacted to obtain a nutritious lunch for the child. Since the school day runs from 8:00 until 4:00, the school will allow guardians to send along nutritious snacks and water for student use during the school day. For students unable to provide their own nutritious snacks, we will have donations that can be shared.

If our school has a cafeteria, a nutritious menu will be provided. We would follow the current nutritional goals for schools such as providing fresh fruits and vegetables, staying away from fried foods, etc. We would also work with the Health Department to make sure our facility is in compliance. If we are able to provide food services, students will be identified for free and reduced lunches by completing the required forms and meeting the federal guidelines.

- *We will have an individual to serve as a school safety specialist
- *The school safety specialist will receive training and certification
- *A safe school safety committee will be established
- *Internet safety has been addressed
- *Attendance records will be kept
- *Will follow duty to report threats
- *Disaster Drills, Fire Drills, etc. will be conducted as required
- *A Crisis intervention plan will be developed

*Staff person will receive autism training

See the Binder for further information.

Criminal Background Checks

It is the policy of York Academy of Discovery that all personnel associated with the school receive a Criminal Background Check.

All volunteers and Board members will also receive a Criminal Background Check.

QUESTION 47. SEE ATTACHED

- **Policy on Conflict of Interest (Page 22 – 23)**

The York Academy of Discovery Board serves the community as a non-profit organization and as such operates in a role that calls for a high degree of community trust. Because the Board's activities are subject to public scrutiny, conscientious efforts must be continually taken to maintain the confidence of the community, and to avoid circumstances which might lead to a harmful conflict of interest and lessened credibility in pursuing the mission of the York Academy.

Therefore, it is the policy of the Board that York Academy Directors and key employees, should not, on behalf of, engage in any business or professional activity with persons or organizations outside the organization where that activity might result in personal benefit and thereby result in a conflict of interest. Directors should not accept gifts, monies, entertainment of significant value, or other gratuities from persons outside the Board, or otherwise deal preferentially with suppliers and others where personal gain accrues to the Director.

Directors and officers of York Academy shall exercise their best judgment and shall refrain from being influenced by personal considerations of any kind in the performance of the duties. Directors and officers shall avoid employment, investments and personal interests, which may work to the disadvantage of York Academy.

This policy is not intended to prohibit Directors or key employees from furnishing services, merchandise, equipment or supplies to the York Academy pursuant to arm's-length arrangements or contracts for fair and reasonable consideration. However, all such contracts, arrangements or transactions, and the terms thereof, must be fully disclosed to the Board of Directors and shall at all times be available for examination.

- **Annual Conflict of Interest Statement (Page 23)**

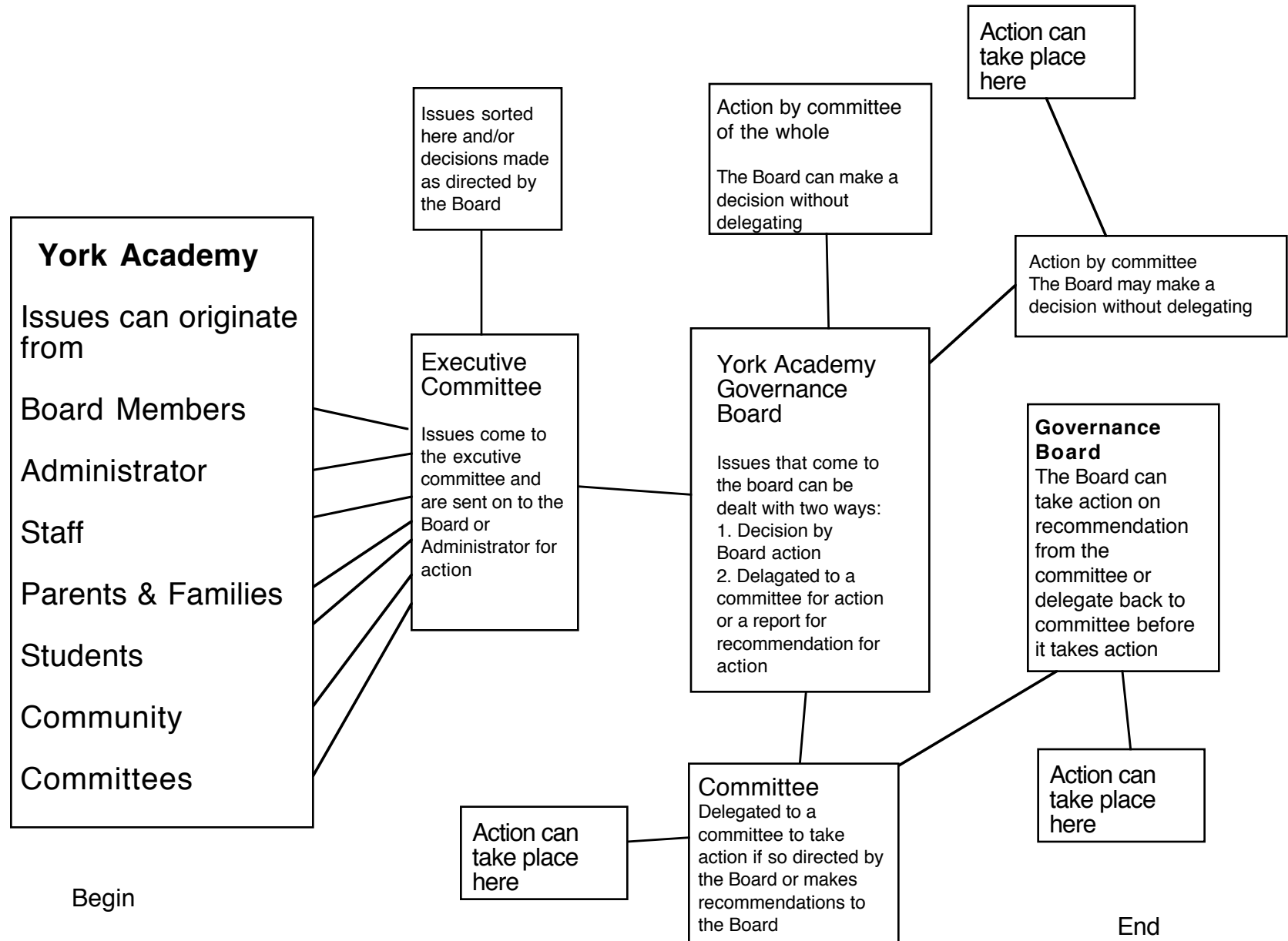
I have read and I am familiar with the Conflict of Interest Policy of the York Academy of Discovery as related to conflicts of Interest and contracts or transactions between York Academy and its officers. To the best of my knowledge, I have had no such interest nor have I taken any action which would contravene this policy, except such interest or action which is fully disclosed below.

(Name) _____

(Title or Position) _____

(Date) _____

Flow of Information



Special Education Policy

It is the policy of York Academy of Discovery to be in compliance with all state and federal regulations concerning special education. A policy manual will be developed.

Parent access to Student Records

It is the policy of York Academy of Discovery that parents/guardians will have full access to their child's education records.

Dissolution Procedures Policy

Distribution of Assets on Dissolution

In the event of the complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively to the Boys and Girls Club of Clark County IN. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes.

If the University revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution;
and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

Patriotic Commemorative Observances

York Academy of Discovery will observe the following commemorative dates with the closing of school:
Labor Day, Thanksgiving, Christmas, Martin Luther King, and Memorial Day.

York Academy will have programs commemorating the following: Veteran's Day and Martin Luther King.

HEALTH AND SAFETY

York Academy of Discovery will hire a part-time Health Assistant. The Health Assistant will be part of the management team as stated in the Administrative Section of this document. The Health Assistant will oversee and manage all aspects of the school health program. She will work with a nurse in areas that are beyond her training and expertise.

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Enrollment forms will provide emergency contact information from parents. Parents will be required to provide cell phone numbers as well as work and home phone numbers. Emergency contact numbers must also be provided. All phone numbers must be kept up to date. All enrollment and emergency information will be entered into computer records by the school business manager and will be made accessible to the health assistant and office personnel.

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Legal guardians who wish for prescription medications to be administered on a regular daily basis during school hours must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication to the school in the original prescription bottle, labeled with the name of the student, prescription number, directions to administer (including dose and time to be given); doctor's name, and name of medication.
- *Provide a signed statement from the doctor. The Medication Authorization Form includes the format for the signed statement from the doctor. A separate statement from the doctor may also be used if it includes the name of the student, name of the medication, amount to be given, time to be given, and the purpose of the medication.

Legal guardians who wish for prescription medication for illness to be administered during the school day must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication in the original bottle, labeled with the name of the student, the prescription number, directions to administer, the doctor's name, and the name of the medication.

Legal guardians who wish for occasional non-prescription medication to be administered during the school day must do the following:

- *Complete and sign the Medication Authorization Form.
- *Provide the medication in the original bottle and with a label that shows the recommended dosing information.

Legal guardians who wish to carry medication that students will self-administer must do the following:

- *Must complete and sign the authorization form for self-administration. The form indicates that the student can self-administer the medication without direction or supervision of school staff.
- *The form must be signed by the guardian, the doctor, and the student.

All medications will be kept in a locked medicine cabinet in the health office that will be accessible to the health assistant and designated office personnel. The health assistant and designated office personnel will maintain a log of all medications given. The log will contain the student's name, the date, the time, the name of the medication, the amount, and why. The log book will be locked up each day with the medications. Any unused medications must be picked up by the guardian. Medications will not be sent home without the guardian present.

Hearing and Vision Screening of Students

The health assistant, under the direction of a nurse, will provide health screenings as instructed by the state of Indiana. Vision screenings will be conducted on first and third graders. If vision screenings indicate that further examinations might be necessary, written recommendations will be provided to the parents. Hearing screenings will be a contracted service.

Other Health Requirements

At enrollment, health history forms will be provided to guardians. Health history forms will be provided for each student. The health assistant will review all health history forms and will work with a nurse to coordinate any health plans that may be necessary. Any guardian enrolling a student with Asthma, Diabetes, Epilepsy, insect/bee allergy, a severe food allergy, or any other condition requiring special care must meet with the health assistant to complete a Health Care Plan. A nurse will provide any training to staff that may be necessary to carry out the Health Care Plan. The Health Care Plan will be kept with the

student medical records. The teacher will provide substitutes with necessary information and note that the information is confidential. The substitute will call the health assistant or front office if problems arise.

All staff will be trained in CPR and Blood Borne Pathogen procedures.

The health assistant and front office assistant who maintains attendance will keep records of reported illnesses and reasons for absences. Parents will be required to report absences to the school. If guardians have not called the school to report an absence the school will contact the guardian.

Any student with an IEP that indicates a health plan is necessary will involve a nurse and the health assistant. The nurse will help write the health plan for the student. The special education teacher and the health assistant will oversee the health plan implementation.

A major goal of York Academy of discovery is to provide a nurturing and safe environment for children. Staff will nurture children through relationship-based instruction. Staff will demonstrate a caring and compassionate attitude that reaches into the hearts of others in order to help them achieve their full potential. Classroom environments will demonstrate positive supports and will maintain a safe environment for all students and staff.

Our school will maintain a crisis plan manual. Drills will be conducted as required by the state of Indiana. Staff will be trained in positive behavior supports and will develop positive relationships with students. The counselor will provide support services to students in need. Training will be provided to staff on proper supervision of students and how to handle “crisis” situations. It is our hope to purchase a security system that includes cameras. The front office will maintain a visitor’s log.

Meeting the Nutritional Needs of Students

At this time, we have not secured a building site for the school. We do not know if a cafeteria will be available to provide food services. In the event that there is no cafeteria, we will require lunches to be brought from home. Guardians will be instructed to provide nutritious lunches for their children. Any celebrations held by the school will also provide foods of a nutritious nature. Guardians will be instructed in the health policies of the school through the student handbook. In the event that a student forgets his/her lunch, the parent will be contacted to bring the lunch to school. If the parent cannot be reached, an emergency contact person will be contacted to obtain a nutritious lunch for the child. Since the school day runs from 8:00 until 4:00, the school will allow guardians to send along nutritious snacks and water for student use during the school day. For students unable to provide their own nutritious snacks, we will have donations that can be shared.

If our school has a cafeteria, a nutritious menu will be provided. We would follow the current nutritional goals for schools such as providing fresh fruits and vegetables, staying away from fried foods, etc. We would also work with the Health Department to make sure our facility is in compliance. If we are able to provide food services, students will be identified for free and reduced lunches by completing the required forms and meeting the federal guidelines.

- *We will have an individual to serve as a school safety specialist
- *The school safety specialist will receive training and certification
- *A safe school safety committee will be established
- *Internet safety has been addressed
- *Attendance records will be kept
- *Will follow duty to report threats
- *Disaster Drills, Fire Drills, etc. will be conducted as required
- *A Crisis intervention plan will be developed

*Staff person will receive autism training

See the Binder for further information.

Dress Code Policy

SCHOOL DRESS

CLOTHING UNACCEPTABLE

1. Clothing displaying, promoting or referencing any of the following: Drugs, Alcohol, Tobacco, Violence, Profanity, Sexual Connotations, Racism or other generally offensive topics.
2. Clothing or accessories associated with gangs or cults.
3. Jewelry or accessories with spikes, heavy chains, etc.
4. Clothing that reveals underwear or private body parts. Examples include – see through and mesh shirts or blouses, undone clothing or accessories (belts, zippers, snaps, etc.), sagging pants, low cut tops, short shorts.
5. Clothing not worn in the usual or customary manner.

O.K. TO WEAR TO SCHOOL BUT NOT DURING THE SCHOOL DAY Hats, Coats, Jackets, Sunglasses, Gloves.

OUR NAME

Our school name represents what we are about as a school and our goals. Each year our students will reflect on our name and discuss the relevance to our school and our futures. Projects may even be based on discovering more about our name and the history associated with the Corps of Discovery.

The “Discovery” portion of our name pertains to the Corps of Discovery based on the Lewis and Clark expedition. The “York” comes from an African American member of the Corps of Discovery. York was treated as an equal on the expedition and made significant contributions to the Lewis & Clark venture. The Corps of Discovery team was a diverse group that also included an Indian woman, Sacagawea. This team represented a very diverse group which we also desire for our school. We seek to become a Corps of Discovery with the freedom to fulfill our dreams and create our own path in life.

MISSION, VISION, & GOALS

The mission of York Academy of Discovery is to nurture students to dream and to discover the greatness within through discipline, hard work, and critical thinking.

The vision for our school is to create life long learners that will realistically look at the problems of the world and cooperate with others to find solutions for the chaos around them.

Our goal is to become a model school for the 21st century and to help every student achieve success!

Our mission will include incorporating the principles of a Paideia philosophy and implementing the essential elements of a Paideia school. (See www.paideia.org.)

OUR SCHOOL WEBSITE IS www.yorkdiscovery.org.

ADMINISTRATIVE PEROGATIVE

This handbook provides families with general guidelines and procedures of our school. There will be times when new situations arise or changes develop that are not covered in this handbook. The administration reserves the right to change policies or procedures based on new circumstances and developments.

PARENT TEACHER ORGANIZATION

York Academy of Discovery will have a parent organization. This organization will be trained in Paideia seminars and will be an advisory entity for our school. Issues and concerns will be discussed with the Parent Organization so that we may obtain parent view points and also help our parents understand our school philosophy and procedures. Members of this organization will also help welcome new families and students. We will have representatives from each grade level. Six parents will serve on the Parent Organization. This organization will meet at least once a month.

SCHOOL HOURS

Our school hours will run from 8:00 a.m. until 4:10. Students will be marked tardy at 8:30. There will be homework help made available at 8:00 for students that are struggling with concepts or that require assistance with school work. At 8:20 each day there will be a community meeting with the whole school to develop a sense of school family and school pride. All students should attend this community meeting so please have students have arrive no later than 8:20. Teachers will begin taking students to classrooms at 8:30.

Our **school calendar** will be given out at our final registration in August or upon enrollment.

If you have questions or concerns about anything, please contact the school office at _____ or by e-mail . It is our goal to return e-mails and phone calls the day we receive them if they arrive between the hours of 8:00 – 4:00. Phone calls and e-mails received after this time will be returned the next day. Office hours will also be from 8:00 – 4:30 if you need to stop by the school.

ADMISSIONS

- *Any child may apply that resides in the state of Indiana that is five by August 1st of the attendance year.
- *Children who turn five after August 1st will be considered only if spaces are available and after undergoing an evaluation process at the school.
- *Parents must complete the application form and attend final registration.
- *Children who are already enrolled in the school will be able to re-enroll the next year without re-applying.
- *We do not discriminate based on race, color, creed, national or ethnic origin, gender, family status or disability.

RULES, POLICIES, & PROCEDURES

ATTENDANCE

Good attendance is essential for school success. A student should attend school every day unless it is absolutely necessary to miss. If your child is absent or tardy, please call the school () before 8:20 **and** send a note with your child the following day explaining the absence. This policy is for the protection of your child and insures that the school and the parent know the location of the student at all times. If no phone call is received, the school will contact the guardian or emergency contact to ensure the safety of students. **Requirement – if the school feels that student absences are excessive, the parent will be contacted and will attend a conference meeting with the principal/director.** PARENTS ARE RESPONSIBLE FOR THEIR CHILD’S ATTENDANCE AT SCHOOL.

ARRIVAL/DEPARTURE

Pupils should arrive at school between 8:00 and 8:20 a.m. Please remember that we do not have staff to supervise until 8:00 a.m. Children are considered tardy after 8:30 a.m. **Requirement – if the school feels that students have excessive tardies, the parent will be contacted and will attend a conference meeting with the principal/director.** PLEASE HELP YOUR CHILD DEVELOP THE HABIT OF BEING ON TIME.

Dismissal will begin at 4:10. Please be prompt when picking up your child. Children start to worry if their ride is late. Also our staff works very hard; they also need to complete their work and get home to their families. If late pick-up becomes a concern for the school, the parent will attend a conference with the director/principal.

Please follow all traffic patterns as well as pick-up and drop-off points for the school. A traffic pattern sheet will be given to you at registration/enrollment.

EARLY DISMISSALS

Although not encouraged, we know that students sometimes have to leave the building during the school day. Please send a note to school stating the reason for leaving early, the time the student will be leaving, and who will pick the student up. The adult should come to the office at the specified time, and the student will be called out of class. **For safety reasons no child will be dismissed by a teacher without notification from the office.** We also will not release a child by way of a telephone call; an adult must come to the office to sign the child out and show picture ID. The office will check records to make sure the person is allowed to pick-up the child. Early dismissals are considered tardies for attendance policies.

INCLEMENT WEATHER

In the event that it is necessary to close schools or have a delayed opening. Early dismissal could also be a possibility. Please listen to the local radio and television stations for school closings, delayed starts, or early dismissal. You may also check the school website.

Please note that if there is a two-hour delay, starting time will be 10:00 for homework assistance, 10:20 for community meeting, and 10:30 for classes.

If an emergency should arise during the day and school would have to be closed, your child should have some place he or she could go immediately. Please discuss this scenario with your child, because it is impossible for approximately 250 children to call or for you to call him/her in an emergency situation.

TRANSPORTATION

There will be two pick-up and drop-off points in Jeffersonville and two pick-up and drop-off points in Clarksville. If you wish for your child to receive transportation services, you will need to have your child at the pick-up points on time. You will also need to be at the drop-off points on time to help ensure the safety of our students. Pick-up and drop-off points will be safe havens.

If, for any reason, there is a change in the way your child normally goes home, please send a NOTE on that day or call the school office. **CHILDREN WILL MAINTAIN THEIR AFTERNOON ROUTING UNLESS WE HAVE WRITTEN PERMISSION OR A PHONE CALL FROM PARENTS OR GUARDIANS. We will not change a child's normal transportation arrangements unless we have heard from the parent/guardian.**

DRUG/ALCOHOL FREE ZONE

We are a tobacco free campus. Alcohol is also prohibited. If we have a concern that a parent or guardian has consumed alcohol while driving a student to and/or from school, the police will be notified as well as CPS.

HEALTH & SAFETY POLICIES

York Academy of Discovery provides a part time Health Assistant to serve our school. The total health and welfare of your child is the concern of the Nurse/Health Assistant, and he/she is always available for parent conferences. She may be contacted by calling our school during the hours of . If the health assistant is not in, you may contact the school office. All student health information is confidential; we will not release health information to other parents and/or students. Health information is only shared with the permission of parents/guardians. Health forms will be completed during enrollment. Pertinent information on the health forms may be used to form a plan to support the child during the school day.

The school should be informed of any health problem your child has. We encourage you to have your child examined by your family doctor and dentist at least once each year.

Indiana law requires that each child receive the proper immunizations. A certificate or document signed by a doctor is necessary. It is the responsibility of the parents to protect their children from these diseases by having them immunized. If parents/guardians elect not to have their children immunized, written notification with the reason must be provided to the school. **IMMUNIZATION RECORDS - STUDENTS WITHOUT PROPER IMMUNIZATIONS, WITHIN A SPECIFIED TIME PERIOD, WILL NOT BE ALLOWED TO ATTEND SCHOOL; HOWEVER, THEY WILL BE ALLOWED TO REGISTER.**

WHEN A CHILD BECOMES ILL DURING SCHOOL, to help determine the advisability of calling a parent, his temperature may be checked at school. School personnel, including the health assistant, may not administer any medication. Minor cuts and abrasions are treated by cleansing them and applying a dressing or band-aid. For anything more than a minor wound or injury, the parent is notified and the child is referred for medical attention. **This is why it is so important to have several emergency phone numbers and the name of your family doctor.**

MEDICATION AT SCHOOL

It is School policy that **school personnel without detailed guidelines being followed may dispense neither prescription medications nor over-the-counter medications such as aspirin or cough syrup.** There is a form available from the office that needs to be filled out by the parents and doctor before medicine will be given. The following guidelines must be followed before school personnel can dispense any medicine:

1. Written permission of parents or guardian
2. A signed statement from the student's doctor must be on file with the school
3. Medication must be labeled with:
 - (a) Child's name;
 - (b) Name of medicine;
 - (c) Dosage;
 - (d) Time the medication is to be given;
 - (e) Doctor's name

All medications must be dispensed from the school office.

Self-administration of medication forms are available in the front office for those students who may have a medical condition that requires self-administration. Please notify the office of any medical conditions that could result in a medical emergency.

Communicable Disease Policy

All staff has been trained in blood-borne pathogens and have been instructed to follow Universal Precautions for Handling Bodily Fluids.

HYGIENE

Good hygiene is important for all students to practice. Children are expected to arrive at school clean and well groomed. Should the occasion arise where a student is sent to the office because of poor hygiene practices, the parents will be contacted and arrangements will be worked out to resolve the situation. A brief examination of student's hair and scalp should be undertaken at home at least once a week. This is the best protection against infestation with head lice.

OTHER HEALTH & SAFETY ITEMS

Fire drills will be conducted monthly

Disaster drills will be conducted three times per semester

The school does not tolerate any type of abuse or neglect. Evidence of abuse or neglect will be reported to CPS.

The school will provide vision and hearing screenings as required by state law.

VISITORS

For the safety of our staff and students please note the following:

- *All visitors must register in the office and wear a visitors pass at all times.
- *Angry children and parents will be dealt with in the office area.

***Violence or threatening violence will be dealt with swiftly and within the School Board Policies, State and Federal Laws.**

*Parents and students are expected to review the Parent/Student Handbook.

*The staff may legally search belongings if warranted.

SCHOOL LUNCH

Since our school has no cafeteria, students will be required to bring lunches from home. Students are asked to bring lunches of a nutritious nature. Carbonated beverages or red drinks are not allowed. The children have approximately 20 minutes for lunch. At this time, we do not have a breakfast program.

Parents are welcome to eat lunch with their children at school. We ask, however, that no “fast food” or restaurant food, i.e. McDonalds’ KFC, Pizza Hut, etc., be brought into school. When this type of food is brought to school it creates difficult situations for students and staff. Please bring a sack lunch from home. Also please notify the school office that you will be eating lunch with the class.

We expect children to eat and handle food properly. Any problems dealing with improper use of food will not be tolerated. We expect students to exhibit good manners at all times. Inappropriate behavior will be dealt with through natural consequences or with classroom/school service. Parents/Guardians will be notified of any problems.

PROGRESS REPORTS

Progress reports will be sent home with all students at the end of each nine-week grading period. Parents should sign their child’s progress report and return it to school the next day. Mid-term reports will be sent home every 4 to 5 weeks. Communication regarding your child’s progress will be ongoing throughout the school year. If you have any questions or concerns regarding your child’s progress, you are encouraged to contact your child’s teacher. Grading Scale:

A 90 – 100% B 80-90% C 70-80% D 60-70% F Below 60%

Staff will also keep track of Indiana State Standards. Parents/Guardians will be notified if students have not mastered grade level standards.

STANDARDIZED TESTING

All students in grades three through five will participate in ISTEP testing. We will also administer benchmark tests (NWEA/Acuity). Running records will be administered in the lower grades. Regular assessments will be given to make sure students are mastering standards. Authentic assessments will also be in place through portfolios, projects, and showcases. Academic and Arts showcases will take place at the end of each nine week period.

FIELD TRIPS

Field trips will be scheduled throughout the year. There will be a set number of field trips determined for each year. All field trips will be an extension of the learning environment. Parents may volunteer to chaperone on these trips. Siblings are not permitted to attend.

SCHOOL PROPERTY

Students will be responsible for maintaining all school materials. Students/Parents will be charged for any damages.

ACCEPTABLE USE POLICY (COMPUTER/INTERNET)

Guardians will be asked to sign a technology agreement at enrollment/registration.

REQUESTING ASSIGNMENTS FOR ABSENT STUDENTS

If you wish to request homework when your child is absent, please call the office before noon. The teacher will need time to prepare the assignments. The earlier your request is received, the better. Homework will be available for pick up in the office after 2:30 p.m. A special effort is made by the teachers to supply assignments, therefore absent students should complete the work and return it to the teacher.

TRANSFER/ CHANGE OF ADDRESS

Please keep the office updated with changes of address, work numbers, places of employment, or guardianship.

TELEPHONE USE

Students may use the office phone for emergency use only. Students are permitted to have cell phones at school. They must be turned off and cannot be used during school hours without permission from the teacher. Any student caught with a cell phone during school hours will have the phone confiscated. Guardians may pick up the cell phone from the front office.

YORK ACADEMY OF DISCOVERY IS A BULLY FREE ZONE

Bullying and harassment will not be tolerated and will result in all or some of the following actions:

- *Student apology to the victim/victims
- *Parent contact
- *Student will complete a research paper on bullying and its impact on others
- *Student will suggest and demonstrate 5 “act of kindness” for the victim and others
- *Goal setting with the student to prevent further incidents
- *Character development and social skills in the afternoon during specials for a specified period of time
- *Student will receive services from our school counselor

YORK ACADEMY OF DISCOVERY PROVIDES AN ENVIRONMENT FREE OF SEXUAL HARASSMENT

Any incidents of sexual harassment should be reported to the principal/director. Complaint procedures are in place.

SCHOOL WIDE DISCIPLINE POLICY

Our school wide rule: **RESPECT PEOPLE AND PROPERTY INCLUDING ONESELF.**

Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. This rule will be stated everyday.

Other school wide strategies will include:

- *Give me 5 (two eyes watching, two ears listening, and one mouth closed)
- *SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)
- *Hallway behavior (straight line, lips closed, hands and feet to yourself)
- *Restroom behavior (emphasis on the school rule)
- *Teaching & application of character traits
- *Emphasis and reinforcement of desired and appropriate behavior

Consequences for inappropriate behavior:

- *Warning
- *Student conference with goal setting
- *Thinking time in the classroom or another classroom
- *Natural consequences
- *Classroom/School community service

- *Parent Contact
- *Character development during the after special sessions
- *Teacher/student/parent conference arranged
- *Time out in the office for thinking and cool down
- *Office referral

The last resort for discipline includes in-school suspension, out of school suspensions, and expulsion.

Actions that require discipline:

Alcohol/drugs
 Assault and/or battery (verbal or written)
 Bomb threats
 Bullying
 Computer misuse
 Defacing or damaging school property
 Defiance or gross insubordination
 Discrimination against/threatening school personnel or other students
 Disrespect to school personnel
 Disruptive behavior
 Distribution of literature promoting illegal or disruptive behavior
 Fighting
 Weapons, possession
 Fireworks, possession
 Gang Activity
 Profanity, possession of lewd materials
 Racial/Anti-Semitic behavior
 Sexual Harrassment
 Sexual/Lewd Behaviors
 Tobacco products
 Truancy
 Vandalism

Homework & Unfinished Classwork

*There will be homework help provided each morning from 8:00 until 8:20.

*If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 3:00 instead of specials. Once their work is complete, they will be allowed to attend specials. The expectation for work is to produce high quality products. If students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and provide their best.

WITHDRAWAL FROM SCHOOL

If a child needs to be withdrawn from the school, guardians will come to the school office to provide this information.

SCHOOL RECORDS

The staff and administration maintain all student records. Provisions of the Family Educational Rights and Privacy Act of 1974 control access to this information. The release of student record information beyond the educational purposes of the school corporation can be done only with the consent of the parent and/or legal guardian. The law does permit the school to forward educational records on request to a school in which a student seeks or intends to enroll.

SCHOOL DRESS

CLOTHING UNACCEPTABLE

1. Clothing displaying, promoting or referencing any of the following: Drugs, Alcohol, Tobacco, Violence, Profanity, Sexual Connotations, Racism or other generally offensive topics.
2. Clothing or accessories associated with gangs or cults.
3. Jewelry or accessories with spikes, heavy chains, etc.
4. Clothing that reveals underwear or private body parts. Examples include – see through and mesh shirts or blouses, undone clothing or accessories (belts, zippers, snaps, etc.), sagging pants, low cut tops, short shorts.
5. Clothing not worn in the usual or customary manner.

O.K. TO WEAR TO SCHOOL BUT NOT DURING THE SCHOOL DAY Hats, Coats, Jackets, Sunglasses, Gloves.

PARENT REQUIREMENTS

It is our belief that “it takes a village” to raise a child. We must support one another in order to increase academic achievement. Parents/Guardians will be required to attend student showcases once every nine weeks. Parents will be required to attend parent/teacher conferences. If the school determines that a student is “at-risk” either behaviorally or academically, parents will be required to attend a conference so that we may develop a plan to help the student achieve success.

PHYSICAL EDUCATION

Your child will be participating in activities that may be strenuous during gym class. A physical examination is recommended but not required. Please have your doctor advise about restrictions, if any, which should be observed due to physical condition.

Students participating in the physical education program will be required to wear **tennis shoes and socks**. Students are requested to wear clothing acceptable for active participation. Locker room facilities are provided.

A child may be excused from physical education for a valid reason (for up to 3 days) upon receipt of a note signed by a parent addressed to the P.E. teacher. After three days, a statement must be signed by the physician giving a valid reason for not participating in the physical education program. Please notify us, in writing, of any restrictions your child has. Please report all injuries to the P.E. instructor. Safety is always our first priority.

ATHLETIC PROGRAM

*We believe that participation in sound athletic programs contributes to health and happiness, develops physical skills and emotional maturity, and promotes social competence and moral values.

*We believe that cooperation and competition are both important components of American life. Athletic participation can help teach the values of cooperation as well as the spirit of competition.

* Athletics may also exemplify the value of the democratic process and of fair play. Through team play the student athlete often learns how to work with others for the achievement of group goals. Athletic competition can be a wholesome equalizer. Individuals on the playing field are judged for what they can do, not on the basis of the social, ethnic, or economic group to which their families belong.

CELEBRATIONS

Guardians who wish to celebrate a birthday or special event may make arrangements with the child's teacher. **We do not allow the distribution of invitations.**

YOU WILL BE REQUIRED TO SIGN A FORM THAT ACKNOWLEDGES THAT YOU HAVE RECEIVED THIS HANDBOOK

Transportation

At first parents/guardians will transport their child to school.

York Academy of Discovery may elect to provide transportation on a limited basis. The transportation would be point to point pick-up of students. If we are able to acquire transportation vehicles, we will have designated pick-up points for students to be dropped off and picked up. We would hope to have a couple of pick-up points in the Clarksville area and a couple of pick-up points in the Jeffersonville area. All transportation vehicles would meet all appropriate safety regulations. Pick-up points would be checked to make sure they are safe areas for kids.

We are discussing the use of some of the Greater Clark County Schools drivers who own their own buses.

At a later time we will look into the purchase of our own school bus (es) when funds become available.

Food Service Plan & Policy

York Academy is looking into using Food Management/Service program along with the Greater Clark Schools. We will provide lunch and breakfast.

School Promotion Policy

York Academy will try to prevent retention. Interventions will be applied. York will also follow the state laws regarding retention.

STEPS AND TIMELINE TO OPEN THE SCHOOL

Upon being granted the charter of York Academy of Discovery, the following timeline will be in place.

December of 2011

Fundraising begins
Secure buying of building
Building inspection
Apply for start up grants
Apply for other grants
Board Meetings Begin
Policies and Procedures firmed up
Begin Paideia training
Begin Curriculum Development
Acquire Bookkeeping Service & financial consultants
Begin all necessary paperwork for a school such as Employee handbook, Employee contracts, Crisis/safety plan, staff assessment procedures, ...
Begin benefits selection
Acquire zoning
Obtain partnerships
Review IDEA, NCLB, and ADA
Contact the fire department about specific fire and safety regulations
Provisions for before and after school care decided
Begin plans for school renovations if needed
Begin parent meetings
Begin PR
Make sure website is fully developed
Advertise the school in newspapers, etc.
Network
Educate board members
Recruit grant writer
Explore bank financing

January of 2012

Begin purchasing equipment & technology
Renovations on the building begin if needed
Firm up transportation – contact the Motor Vehicle Administration, insurance
Firm up meal provisions – contact health department
Begin enrollment
Marketing and fundraising
Mass mailings
Begin ordering supplies
Order software
Hold open houses
Network

Student recruitment
Assessment pieces in place for 2012
Recruit staff
Decide pick-up & drop off points if we provide transportation
Visit other schools
Network for support
Attend workshops
Obtain any permits that may be necessary
Establish payroll system
Finalize calendar
Develop extra-curricular plan
Instructional supplies determined

January – August of 2012

Hire staff
Train staff
Firm up staff needed
Develop substitute plan
Recruit volunteers
Daily Schedule finalized
Plan year long PD
Finalize testing plan

August 2012

Staff reports to work
Final registration
Family Orientation
Opening day preparations
First Aid Training
Create employee and visitor badges
School inventory
Community and Family Newsletter
Home visits begin

The Board and the principal will be responsible for these tasks.