

SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the ICSB.*

Name of proposed charter school:	<u>Central Indiana Academy</u>
Proposed charter school location: *Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the school intends to serve.	<u>Lebanon/Boone County/Central Indiana</u>
School district(s) of proposed school location:	<u>Lebanon</u>
Legal name of group applying for charter:	<u>Parent Advocates for Gifted Education Inc.</u>
Names, roles, and current employment for all persons on applicant team:	<u>All of the following are members of the Organizing Board:</u> <u>Alex Andrews/Game Preserve;</u> <u>Kim Andrews/Anthem;</u> <u>Melissa Rhodes Garrard/Attorney;</u> <u>Cathy Holmes/Mad Science;</u> <u>Joshua Morrison/IUPUI</u> <u>George E. Piper II/Self (Writer)</u> <u>Leanne L. Piper/ Plainfield Nursing and Rehab</u> <u>Amy Rinehardt/Boone County Superior Court II</u> <u>Tim Rinehardt/Amazon</u> <u>Marti Stumpp/Self (Truck Driver)</u>
Designated applicant representative:	<u>George E. Piper II</u>
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Model or focus of proposed school: (e.g., arts, college prep, dual language, etc.)	<u>Full-time differentiated and integrated high ability curriculum</u>

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	K-8	190
Year 2	K-8	215
Year 3	K-8	266
Year 4	K-8	344
Year 5	K-8	430
At Capacity	K-8	430

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has previous experience in operating a school, the applicant should use the RFP for Experienced Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: N/A

Current employment: _____

Daytime phone: _____

Cell phone: _____

Email address: _____

Will an application for the same charter school be submitted to another authorizer in the near future? Yes No

If yes, identify the authorizer(s): Indiana Charter School Board / Ball State Office of Charter Schools

Planned submission date(s): Spring 2012

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

Authorizer(s): Ball State University Office of Charter Schools

Submission date(s): Spring 2010

EXECUTIVE SUMMARY

1. Mission and Vision.

Mission Statement of the Central Indiana Academy

Central Indiana Academy is dedicated to providing a quality educational experience by promoting a love of learning and enabling students to reach their highest potential.

Central Indiana Academy promotes a 21st Century learning environment that meets the needs of high ability and high achieving students. Our educational model encourages collaboration and creativity while emphasizing rigor and excellence in academics.

A classical integrated curriculum, combined with ongoing student assessment, will allow the school to enhance the education of all who attend, regardless of ability.

2. Educational Need and Target Population.

The purpose of Central Indiana Academy (CIA) is to provide students of in and surrounding Boone County, Indiana, with an outstanding public school alternative. Central Indiana Academy seeks to meet the needs of the high ability student, but believes all students/learners benefit from instructional strategies that have been developed for and proven to be effective for high ability students grades K-8. We will serve all socio-economic elements of the community as well as to serve all student abilities.

CIA will provide a rigorous academic program sustained by a nurturing, disciplined and dynamic learning culture. Proven instructional strategies will identify and address student needs and individual learning styles. High achievements in both academic and non-academic proficiencies will convey the academy's ability to empower and inspire its students to achieve their own personal excellence. CIA students will have the confidence and training to successfully compete and advance to higher education.

We believe there is a unique population to be served in this community. CIA desires to create a Kindergarten through 8th grade institution with special emphasis on serving the needs of high ability and high achieving learners. These students will be motivated by and thrive on the academic rigor provided by the school. The academy proposal was developed with the gifted learner in mind, but research has shown the integrated curriculum model to benefit all students.

Previous models in place in the local (Lebanon) public school systems provided effective grouping and teaching methods for instructing high ability students as supported by an audit conducted by Dr. Terry Cross in 2008. Self-contained classrooms for grades 2 through 5 and taught by teachers with endorsements in high ability education successfully reached students who were struggling or not reaching their potential in the traditional classroom setting. This model was discontinued in the local elementary schools and has left a void for these students. Currently, the focus is on serving high ability students in the regular classroom through differentiated instruction. That inclusion-based approach understandably directs the bulk of the limited resources available for high ability student programming to the majority of the approximately 100 K-5 LCSC students identified as high ability, and is valid for many students. However, many high ability students are not well served by that limited approach, and require full time high ability educational services. As a public charter school, students cannot be excluded based on their abilities. Therefore, in order to meet the needs of all students we plan to provide a challenging environment by using an integrated classical curriculum that will provide the basics to everyone, but one that will also provide rigor and richness along with depth and complexity for those students who master

the concepts at an accelerated pace. This is how students develop critical thinking skills that are needed to be prepared for the future.

Central Indiana Academy would like to provide an alternative high quality, free public school for parents who seek a choice within the current public school options in the surrounding Boone County area. Central Indiana Academy would serve as the first public charter school in Boone County. The demand and need for another academically excellent public charter school is very apparent.

The community to be served is the Boone County area and surrounding counties which include Clinton, Hamilton, Hendricks, and northwest Marion County. Central Indiana Academy will attract a diverse student population from those parents and students who believe:

- That all students can learn and reach their potential.
- In higher expectations for parents and students.
- That families should give back to the school through required service hours.
- That when students are appropriately challenged to their abilities, increased performance will be achieved

3. Community Engagement.

Parent Advocates for Gifted Education Inc., a local non-profit started more than a decade ago to be an advocate for gifted children in Boone County, began its plans for a charter school starting in fall 2009. The proposed school and its progress has been covered by The Lebanon Reporter, and has been mentioned in print and electronic media outlets surrounding Boone County. There has been considerable interest in a public school with the mission similar to Central Indiana Academy. In spring 2010, organizers conducted a survey where more than 150 families representing over 180 students indicated interest in the academy for K-8 education. Survey forms were distributed electronically and were available in Boone, Clinton, Hamilton, Hendricks, Marion, and Montgomery counties. Also in 2010, while preparing to submit a proposal to Ball State University, organizers solicited letters of support from a cross-section of the community.

Other efforts have included an information booth at the Boone County 4-H Fair and the Back to the Fifties celebration in Lebanon, presentations to area business and civic groups (The Boone County Chamber of Commerce, the Lebanon Rotary Club, and the Lebanon Lions Club, with other presentations planned), “an information night at the Lebanon Public Library as well as a Web site and Facebook page. Future information nights are planned for this and other local libraries.”

4. Education Plan/School Design.

Central Indiana Academy will feature a comprehensive instructional program designed to meet and exceed the expectations of the Indiana (ISTEP standards) and the No Child Left Behind Act Requirements (NCLB). Central Indiana Academy will also hold itself accountable by utilizing the Northwest Evaluation Association’s Measures of Academic Progress (MAP). Other assessment and measurement tools include multidisciplinary projects and foreign language and/or international cultural projects. Schools of choice, such as the proposed CIA, offer parents viable alternatives from which to select a school to suit their students’ needs.

The academy intends to use a classical integrated curriculum provided by Calvert Partners. Calvert Partners has implemented programs successfully in more than 160 schools, including brick and mortar, cyber, private, and international schools, and is correlated to state standards.

CIA will improve student learning in a number of ways. First, the academy's curriculum, taught by teachers who have training and experience with high ability children, will improve the learning of the academy's students as compared with the approach taken in the regular classroom. Second, by actively seeking out high ability students and providing an environment in which they can thrive academically and socially, the academy will improve the learning of those students. Finally, the academy hopes to provide a model for teaching high ability children, and generally to improve the learning of high ability students throughout Indiana by providing professional development opportunities for teachers, and otherwise advancing the art of teaching these special children.

5. Vision for Growth.

At full capacity, Central Indiana Academy plans to offer two sections each of grades kindergarten through eight. Based on surveys conducted in spring 2010, we believe we will be close to having one full section of each grade by the time the school would open in fall 2012. Looking at historic enrollment growth rates for charter schools, we would expand to two sections per grade level in year three.

While full capacity is planned for two sections per grade, we are pursuing a facility with adjacent land that could be used for an expansion if future demand would exceed that capacity.

6. Leadership and Governance

A core group from Parent Advocates for Gifted Education Inc. has been working almost two years on a charter school option. That group will continue a leadership role through the processes of the Central Indiana Academy charter application, building acquisition, and hiring of the head of school. This core group also will oversee the transition from a board organizing the charter process to a board of directors in charge of the school. PAGE will appoint the initial CIA board from a pool of community members who have an interest in serving in that capacity.

FOUNDING GROUP & SCHOOL LEADERSHIP

Founding Group Membership

The founding group behind Central Indiana Academy represents a cross-section of backgrounds and experiences with one unifying thread: A desire to improve and expand the educational choices in our community.

This core group has been meeting for two years, and includes a wide variety of backgrounds including financial, educational, scientific, medical, developmental, political, entrepreneurial, and organizational activities with proven track records. During the process of reviewing what is need to put together a quality charter school, this group utilized the services of consultants and experts who have background in charter school management, high ability curriculum, financial management, and property acquisition. Some group members have management level experience with hiring and budgeting, the former of which will come into play when selecting the first head of schools for CIA.

Additional information about the founding group is available in **Attachment 1**.

Background

The Central Indiana Academy is the result of several independent discussions revolving around how to better meet the needs of students who are without any option other than public schools within their community. Parent Advocates for Gifted Education began formal pursuit of a charter application when the group became aware of the many others who were also seriously interested in seeking an alternative for highly motivated learners using a high ability curriculum and instruction model. Additional meetings took place immediately which supports that extensive effort that has been taken to reach out to the targeted community.

Founding group members have immersed themselves in the process to bring a quality charter school to Boone County, and have been involved in the entire process. The people mentioned in the founding group will continue to do what is needed upon a successful approval.

School Leader and Leadership Team

Central Indiana Academy has not yet hired a head of schools, but will begin that process upon notification that the charter application is approved.

During the period from application approval until the head of schools is hired, the founding group will continue planning and development needs for the school. When the head of schools is hired, the founding group will work with that person until the transition from founding group to school board is complete.

Organizers will post the position and its requirements/criteria through education-related organizations and employment sites. The school is seeking a candidate who has both a school building leadership background and a strong belief in high ability education methods. A tentative interview window – which may include follow-up discussions with candidates – is scheduled Jan. 1 to Feb. 29, 2012, with an offer made to our top candidate no later than March 1, 2012, in anticipation of a spring enrollment period.

The head of school would be the lead administrator, overseeing academic, personnel, business, and facilities operations. Qualifications and criteria for the position include an Indiana Administration Certificate; three to five years of experience as a school building administrator; strong managerial and leadership skills; and experience in curriculum development and instructional improvement, especially with high ability programs.

Concurrently, PAGE also will be interviewing and appointing board members for the school, with the board officially in place by May 1, 2012.

Other key positions to work with the head of schools in would be a business manager and an administrative assistant. We would like the head of schools to be involved in the hiring process for those individuals, so we are looking at an interview period of March 1 to March 31, with an offer made to top candidates no later than March 31, 2012.

The business manager would handle financial responsibilities, provide overall facilities oversight, and support the general organization operations. This is an important position for the school and the selection process will be rigorous. Qualifications are someone with three to five years of experience in a business manager's position (preferred experience with school finances); and a bachelor's degree in business with an accounting focus required.

The administrative assistant, who also may serve in an enrollment capacity, would be responsible for clerical support to the head of school, coordinating event details, communications within the school, as well as supporting communications outside the school. Again, we are looking for someone with three to five years of experience.

EDUCATION PLAN

Curriculum and Instructional Design

High ability education program have been on the decline in scope in recent years. While the academic gains in meeting baseline state standards has been laudable by some Indiana school corporations, the reduction of programming for high ability students – especially at the elementary level – is detrimental to the future of our state and nation.

In a 2008 National Association of Gifted Children position paper, Sally M. Reis, a professor at the University of Connecticut’s Neag School of Education, noted the following:

- The needs of gifted students are generally not met in American classrooms where the focus is most often on struggling learners and where most classroom teachers have not had the training necessary to meet the needs of gifted students.
- Grouping gifted students together for instruction increases achievement for gifted students, and in some cases, also increases achievement for students who are achieving at average and below average levels.
- The use of enrichment and curriculum enhancement results in higher achievement for gifted and talented learners, as well as other students.
- Gifted education programs and strategies are effective at serving gifted and high-ability students in a variety of educational settings and from diverse ethnic and socioeconomic populations. Gifted education pedagogy can also reverse underachievement in these students.
- The curriculum and pedagogy of gifted programs can be extended to a variety of content areas resulting in higher achievement for both gifted and average students. Some enrichment pedagogy can benefit struggling and special needs students when implemented in a wide variety of settings.
- Some gifted students with learning disabilities who are not identified experience emotional difficulties and seek counseling. High percentages of gifted students do underachieve, but this underachievement can be reversed. Some gifted students do drop out of high school.
- Gifted education programs and strategies benefit gifted and talented students longitudinally, helping students increase aspirations for college and careers, determine postsecondary and career plans, develop creativity and motivation that they can apply to later work, and obtain more advanced degrees.

The school will teach to the needs of each child so that all learners can feel capable and successful. It will present curriculum that involves the interests of the children and makes learning relevant to life. This curriculum will incorporate themes, integrated units, projects, group work, individual work, and hands-on learning in order to make children active learners. Finally, it will tie learning into the world community to help children become caring and active members of society.

One of the unique benefits of the academy will be the stability and continuity it will provide for students by extending its program from kindergarten through the middle school years. The academy also will draw students from outside the LCSC district, and may provide a way to bring students who currently are home schooled back in to the public school system. Home schooled students whose families are disaffected with traditional public schools may be more inclined to choose a charter school as a way of returning to public education. We hope to have an open and mutually productive relationship with local school districts, whereby research and classroom techniques, curriculum developments, and professional development opportunities can be shared to increase the overall level of education for high ability children in the Boone County and greater Central Indiana area.

The academy also will benefit the community through its outreach program, which will include lectures, workshops and other educational activities for the community at large. Also, the academy's students will be encouraged to provide community service, and the Academy will organize age-appropriate outreach efforts for its students.

We also believe that the presence of a new charter school will benefit Central Indiana by providing a model that may be replicated in traditional public school systems, and an incentive for local school boards to do so. Public charter schools can act as a catalyst for positive educational change.

The identification and education of high ability children are controversial topics, and there is no universal consensus on the best approach to these issues. However, charter schools provide new educational alternatives for populations of children who, for whatever reason, may fall through the cracks in traditional public schools, without requiring the universal agreement of all stakeholders in the educational system. The primary purpose of the academy is to provide expanded learning experiences for high ability children. This special population is both high ability and, all too often, at risk of academic failure.

The general approach to high ability education in most school districts, including many of those in the Central Indiana region, is to provide occasional enrichment for students identified as high ability, and to assist regular classroom teachers in teaching high ability students in the regular classroom. The academy will take a different approach. Based on the best available research and classroom practices, the academy will provide full time education for high ability students in a school environment specifically designed to deal with their unique intellectual, social and emotional needs.

The Academy's philosophy is based on a number of basic ideas, including the following:

- There are varying degrees of intellectual and academic abilities which must be taken into account in determining the optimal educational placement for a particular child;
- High ability children do not simply learn faster - they learn in a qualitatively different way - and therefore benefit from being with other high ability children rather than, for example, simply skipping grades;
- High ability children often have special social and emotional needs, and are at risk of academic failure if not properly identified and supported;
- Outstanding talents are present in children from all cultural groups, across all economic strata, and in all areas of human endeavor; and
- High ability children from disadvantaged backgrounds are doubly at risk of academic failure, and will benefit disproportionately from a public school educational alternative specifically geared to their needs.

Not everyone will agree with each of these ideas. However, one of the advantages of charter schools is that they do not require universal consensus on the need for a new school. For those parents who agree with the academy's philosophy and choose to enroll their children, the academy will provide a small, close community of administrators, teachers, parents and students, all of whom are dedicated to the success of the academy's students. Particularly for these children, and particularly in school systems already overcrowded with the "baby boom echo" generation, such an academic community is desperately needed.

A commonly held myth about high ability students is that they will "take care of themselves" in the absence of appropriate programming to challenge and develop their skills. Nothing could be further from the truth. A failure to train high ability students to maximize their potential has several ramifications. The first is unfulfilled personal promise:

The small amount of work - often mundane, repetitious work that high ability students are asked to do in school, they can achieve quickly and with little effort. They rarely have to face difficult problems and often do not know how to cope when, at some later educational level, they meet a challenging and intractable problem that does not easily yield to a facile but undisciplined mind. (U.S. Department of Education (1991) *America 2000: An Educational Strategy*.)

The second is a failure to support the intellectual needs of the nation:

Our societal resistance to providing a quality education for the best and brightest of our students is [a] self-destructive act, and we, and our children, are likely to pay dearly for it in terms of second class science, business, education and art. We will have an increasing inability to compete in the economic and technological international competition in the near future. (J.J. Gallagher – “The Gifted: A Term with Surplus Meaning –*Journal for the Education of the Gifted*)

High ability students are different from their age-mates and require specialized education appropriate to their needs. The regular classroom does not yet seem structured to deal with the needs of these children.

Studies and analysis show that high ability students have skills and characteristics which distinguish them from their age-mates. These characteristics go beyond the ability to score well on tests, and encompass capacities of insight and information processing, problem solving, conceptual skill and information analysis and integration. Maximizing the potential of these skills requires a qualitatively different approach to education. However, regular classroom teachers are already strained to their limits trying to meet the basic needs of the diverse children in their classroom. Innocently - but mistakenly - thinking that high ability children can “take care of themselves,” teachers generally tend to focus on the overwhelming needs of the other students in their classes. A 2008 audit of LCSC’s high ability services indicated that differentiated instruction in the regular classroom occurred very little and/or was not consistently offered. The same audit praised LCSC for offering the self-contained high ability program as a choice for families of students in grades two through five.

The consequences of leaving high ability students in an unchallenging environment can be that students with potential, but insufficient training, graduate from high school without ever having been challenged to earn their achievement.

The academy will improve student learning in a number of ways. First, the academy’s curriculum, taught by teachers who have training and experience with high ability children, will improve the learning of the CIA’s students as compared with the approach taken in the regular classroom. Second, by actively seeking out high ability students and providing an environment in which they can thrive academically and socially, the academy will improve the learning of those students. Finally, the academy hopes to provide a model for teaching high ability children, and generally to improve the learning of high ability students throughout Indiana by providing professional development opportunities for teachers, and otherwise advancing the art of teaching these special children.

The academy will design a specialized curriculum for high ability children, hire teachers specially trained to work with high ability children, and encourage those teachers to innovate. Eventually, the academy could serve as a research and training ground for the development of innovative methods for teaching high ability children, and will share knowledge with other teachers and school administrators.

The academy plans to employ only teachers who have training in educating high ability children, and a true desire to put their training into practice. Thus, the academy will create new professional opportunities for teachers who wish to focus their efforts on teaching high ability students. Teachers at the Academy

will contribute a great deal to the development of the academy's curriculum and will enjoy considerable autonomy in operating their classrooms.

The academy will provide an additional program choice for high ability K-8 students in the Central Indiana area, and will provide a unique public school choice for high ability middle school students.

Legitimate concerns are raised whenever a public system seems to be favoring one group over another, especially when the group already seems privileged. The academy will not cultivate elitism in any form.

The academy will serve a group of students who are underserved in the public education system. It is not elitist to provide different programs for these students; rather, it simply ensures that all students receive challenges equivalent to their educational needs.

The Academy will not set aside resources for the sole use of a privileged group. As a public school of choice, high ability students from all parts of the community will have access to the Academy's program. Without such a program, social disparities do begin to take place. Historically, affluent parents of high ability students often have sought private schooling for their children if public resources were not available. Today, home schooling has joined private schooling as an increasingly frequent option selected by these parents. Like private schooling, home schooling is an option only for those families with strong financial resources. When these families withdraw from public education, the remaining high ability students, often those from less affluent backgrounds, are left without educational options. A public charter school focusing on high ability education is a careful balance of the democratic ideals of equal access and individual opportunity.

Self-contained programs like the Academy's proposed program do not cultivate elitist attitudes among pupils. To the contrary, high ability students often acquire negative attitudes in regular classrooms, where they can become conceited or arrogant as the result of always being the top student and never having to apply themselves to get the top grades. When placed-with age-mates who are also academic peers, high ability students can undergo a healthy attitude adjustment. The reason high ability students grouped in self-contained classrooms avoid arrogance is due to both the stimulation presented by their peers and the challenge of an appropriately rigorous curriculum.

Charter schools offer widely varying academic models that appeal to different learning styles and target populations. Parents and students select from educational models self-described as, "technology-based", "morals-based," "arts-infused," "expeditionary-learning," and other educational patterns and programs. Each school has a unique mission in the scope of education.

Through the survey conducted in 2010 and discussions at community events, there is considerable interest in a public school with the mission of the Central Indiana Academy. More than 150 families representing over 200 students would be interested in the academy for K-8 education.

The academy is ideally and centrally located to serve both the educational needs of the Boone County and surrounding counties.

Given the need for a quality public school, the academy will be designed to teach students beginning at their current levels of proficiency in an entirely differentiated fashion. Students will be excited and engaged about education at an early age creating lifetime learners who will become part of increasing high school graduation rates in the state of Indiana. Inadequate graduation rates are not entirely the fault of a problematic high school approach, but rather a consequence of an inadequate primary educational approach. The No Child Left Behind regulations must not only be met, but exceeded in order to enable students to proficiently get ahead.

For its curriculum, Central Indiana Academy will utilize Calvert Education Services, which recognizes the challenges that schools face when implementing effective programs in the public arena. The No Child Left Behind Act of 2001 requires districts and schools to use curriculum that is research-based and aligned to national and state standards. In addition, it is imperative that students make Adequate Yearly Progress (AYP) toward the goal of one hundred percent (100%) proficiency in core subjects by 2014.

All curriculum, lesson plans, textbooks, and assessments are aligned with meeting or exceeding all Indiana Academic Standards and will align with Common Core Standards. Not only are the textbooks written and tied to Indiana Standards, but all lesson plans also are written and structured around the Indiana Standards which can be seen in **Attachments 4 and 5**.

Calvert features a classical, integrated curriculum that promotes a balance of subject matter that includes cultural literacy. The integration and application occurs across all content areas (math, language arts, social studies, science, art, music) while content mastery is achieved with balance of new material and review of previously covered items. This results in a strong foundation of basic skills and application of high order thinking skills, utilizing both oral and written expression.

With this curriculum, there are clear expectations for highest quality of work possible, along with a student's development of character, curiosity and commitment. While the delivery is classroom-based, school staff will be encouraged to use technology in their instruction in ways that reflect the best practices in education. Class sizes will be kept relatively small, with a cap of 25 students per section in grades 2 through 8 and a cap of 20 in grades K and 1.

Seven core principles guide the development of Calvert's instructional materials and academic program.

1. A balance of subject matter that includes cultural literacy

The Calvert experience is a complete experience that challenges the students while preparing them with 21st century skills. The curriculum builds on core subjects to give students a firm foundation. The students then learn how to use their knowledge and skills by thinking critically, reasoning logically, working cooperatively--skills that are needed in the 21st century workplace.

2. Integration and application across content areas

Calvert's time-tested curriculum is built on the principle of subject integration. For instance, Calvert Fifth Grade students study the Civil War in history. At the same time, they also interpret Walt Whitman's poem "O Captain! My Captain!" about Abraham Lincoln's assassination and draft a composition entitled "A Civil War Battle." This reinforced study across subject areas develops higher order thinking skills and promotes content mastery.

3. Content mastery with balance of new and review

Daily checkpoints and routine assessments allow students to demonstrate cumulative content mastery. Important ideas, skills, and concepts are interwoven across subjects and spiraled from grade to grade to expand student's understanding and knowledge throughout the years.

4. Strong foundation of basic skills and application of high order thinking skills

A solid foundation in reading, writing, and mathematics is essential but the ability to apply those skills in a variety of situation with critical thinking and analysis make for a well-educated student.

5. Oral and written expression

The ability to communicate effectively cannot be underestimated. These skills are introduced at any early age and cultivated and developed continually so students are poised to make the most of language in any endeavor.

6. Clear expectations for highest quality of work possible

Calvert emphasizes attention to detail and accuracy with support from explicit instruction, Supervising Teachers, and Calvert professionals who challenge students to understand direction and seek their highest potential.

7. Development of character, curiosity and commitment

We strive to instill a strong sense of citizenship, responsibility, and independence in our students. Creating a lifelong passion for learning is underscored in everything we do and we consider it our highest mission to challenge and inspire the best in each child. The academy seeks to meet the needs of the high ability student, but believes all students/learners benefit from instructional strategies that have been developed for and proven to be effective for high ability students grades K-8.

The foundation of the comprehensive Calvert experience is the high-quality, research-based, and standards-aligned curriculum. Calvert's expert curriculum team is comprised of career professional teachers and curriculum specialists. They devote considerable effort to researching and evaluating instructional materials and textbooks from major educational publishers. Materials that meet their high standards may be selected for use in the Calvert program. Calvert has adopted research-based textbooks from renowned national publishers such as Prentice Hall, Macmillan/McGraw Hill, Pearson, and Houghton Mifflin, as the basis for the content in Science, History, Geography, and Grades K-3 Reading courses. The curriculum team develops additional resources that include original textbooks, consumable materials, and online components to present a comprehensive world class curriculum for 21st century learning at each grade level.

Beyond the selection process, the curriculum team works diligently to integrate subjects and concepts across the curriculum. The Calvert program is built on a rich foundation of reading, writing, and arithmetic. That foundation is then layered with history, science, music, geography, and the arts to ensure no gaps in instruction. In a time when reading and mathematics seem to be the focus, often at the expense of other subjects, this point is significant. Reading and writing strategies are applied, reinforced, and enriched in the other content areas. This reinforced study balanced across subject areas develops higher order thinking skills, promotes content mastery, and helps to develop the whole child.

To help the students learn the required content, the Calvert education program uses a blend of traditional and 21st century learning tools and teaching techniques including direct instruction, hands-on exploration, online learning, and use of learning games. Each lesson provides a clearly defined list of materials to prepare and gather a checklist of daily assignments to assist with organization, standards-based daily learning objectives, background information, step-by-step procedures for instructional activities, and creative ideas for alternative approaches and enrichment.

Building upon the core of the rigorous Calvert curriculum students employ specific skills that are meaningful in today's academic environment. Through collaborative learning, leadership development, and increased technological application, students also receive the soft skills they need to succeed in a present-day economy.

Pupil Performance Standards

Lesson plans are organized to include options to appropriately meet the needs of a class consisting of low, middle, high, or mixed ability. Our goal in using these lesson plans is to incorporate a continuum of assessment methods before, during and after the learning process in order to frequently and quickly ensure that students are achieving mastery of the content. When assessments indicate that the desired outcomes are not being met, a re-evaluation is directed which provides additional learning and teaching techniques that are research-based in approaching the learning needs. As lesson plans were created and

units designed, the decision was made to include numerous examples of cross-curricular and integrated plans by embedding standards from across the curriculum. Integrated plans provide wonderful opportunities for experiential and real world applications of content. Further information on the learning standards is available in **Attachment 6**.

In addition, all lesson plans will provide opportunity to incorporate critical thinking skills. By including the levels of critical thinking, teachers will not only be able to readily adapt their delivery to meet the immediate proficiency needs, but will be able to spiral the learning process and challenge students to become proficient in using higher levels of thinking skills as they progress.

Assessments will include the proximity testing built into the lesson plans and textbook resources, the ISTEP test one time per year, and the NWEA Measures of Academic Progress (MAP) test at least two times per year. Where applicable, the academy will utilize End of Course Assessments (ECAs) to further measure a student's ability and grasp of the material.

Students will advance to the next grade level based on successful completion of the school-year courses – including any project-based learning assignments beyond the traditional classroom offerings – and a passing mark in any state-required tests (such as ISTEP) or ECAs. While it is expected that all students will achieve mastery and advance to the next grade level, we realize that may not be the case. The academy is building remediation classes into the school-year calendar to assist those students who may be lagging behind academically. Communication will be a key component of all the academy does, and it will be more critical in cases where academic success for a student is in jeopardy.

We chose our educational program and curricula based on its extremely comprehensive approach to the learning process, specific design aspects aimed at reaching *all* students, and its meeting of Indiana Academic Standards. With the goal of providing an education alternative that will raise the academic achievement of the students in the region, we spent a great deal of time reviewing various schools across the nation, performance-based research, and brain-based teaching techniques that have proven to be effective in reaching all levels of learners. We also focused on how important it will be to fully support our highly qualified, certified, and skilled teaching staff in this endeavor by equipping them with effective tools, professional development and resources.

Each lesson plan and textbook specifically provides resources that enable teachers to differentiate by groups within the class or even on an individual basis. Lesson plans and textbooks also include materials and instructional techniques designed to reach students with a variety of learning styles, and to incorporate multiple levels of critical thinking skills in activities. It was our conclusion that this educational program will both meet the needs of students and comprehensively support success in raising the academic achievement of the students in the community.

The educational program is embedded with frequent proximity testing and NWEA testing that will be tracked and monitored at all times. Unit teaching methods will be re-evaluated and appropriate steps will be taken at either the whole class, a portion of the class or individual level in order to correct any instances of poor performance. In addition to a program that monitors and ensures that appropriate mastery is progressing, lesson plans include units of integrated and thematic topics, as well as enrichments that will engage students through music, arts, science and technology. Not only are such enrichments a means of engaging students in unique learning opportunities, but it is designed to prepare them for lifetime achievement in an ever-growing technological and global future.

In addition, the academy will provide opportunities for enrichment activities and will pick a theme for the month. Instructors will be challenged to select projects for their classes that reflect these themes. Also, there will be an emphasis to provide field trips to further reinforce the concepts and projects being

developed in the classroom. Such themes could be music, dance, science, etc. Integrating these projects and themes into the character development program of the school is critical.

Other ideas for enrichment are the following:

- Self-pacing lesson plans which allow for students to pace themselves based upon competency of material.
- Use the computer lab for self-directed and selected studies in areas of interest.

School Calendar and Schedule

In general, Central Indiana Academy will try to follow the same school year calendar of holidays, vacations and delay schedules as local schools. But it will be the recommendation of the organizing group that Central Indiana Academy will run a balanced calendar for the 2012 – 2013 school year. Under the balanced calendar, the school year for 2012-13 starts on Aug. 2 and ends June 13, with three weeks of remediation and two extra vacation weeks – one at winter break and one at spring break.

The proposed 180-day calendar will feature instruction from 8 a.m. to 3:30 p.m. and approximately 390 minutes of daily instruction across six academic periods in grades five through eight and 385 minutes of daily instruction across seven academic periods in grades kindergarten through four.

The upper grades (5 to 8) in the core subjects of language arts, mathematics, science, and social studies, students would receive 65 minutes per day of instruction in each of those subjects, for a total of 260 minutes per day across the core curriculum. An additional 130 minutes per day would be allotted across two class periods for subjects such as foreign language, logic, art, music, physical education, and independent study.

The lower grades (K to 4) in the core subjects of language arts, mathematics, science, and social studies, students would receive 55 minutes per day of instruction in each of those subjects, for a total of 220 minutes per day across the core curriculum. An additional 165 minutes per day would be allotted across two class periods for subjects such as foreign language, logic, art, music, physical education, and independent study.

In addition to the 180-day calendar, three remediation periods will be built into the school year calendar. These remediation periods would be recommended for students who are falling behind academically in one or more subjects. The academy teachers would staff these remediation sessions.

The calendar supports learning at both ends of the grade level spectrum beyond what is available locally. At the upper school grade levels (grades 5 through 8), the 65-minute class time is at least 18 minutes more daily per subject than what is currently offered at Lebanon Middle School. That's an extra 90 minutes per week – or 54 hours per year – of instruction in each of the subjects on the student's schedule. For elementary students, the curriculum model – combined with independent study projects – allows students to delve deeper within the subject matter with a school day that is 45 minutes longer than local schools.

More detail on the school day and calendar is available in **Attachment 7**.

School Culture

"We believe that for Indiana's schools to be safe and secure . . ."

- Students are the key focus for successful school safety efforts

- Each member of the school and community will be partners in providing schools with adequate resources, exemplary leadership, and united support for the development of a secure learning environment for all children
- Schools must promote ongoing and effective communication and involvement in a collaborative community dialogue to ensure a feeling of welcome and involvement
- There must be a well-defined written plan that is practiced, evaluated, and updated on an ongoing basis
- Everyone in the school community must be well-trained and knowledgeable of the best practices in school safety
- The school community must promote an environment of trust and respect, hope and belonging
- Educational functions will be free of aggressive and violent behavior
- All members of a school community are entitled to accurate and timely information, while recognizing the legal responsibility of confidentiality

Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson & Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate--the social and educational atmosphere of a school--is one that makes families feel welcomed, respected, trusted, heard, and needed. Research (e.g., Comer & Haynes, 1992; Epstein & Dauber, 1993) suggests a connection between the school climate and the extent to which parents and families are involved in their children's education. When schools create a positive school climate by reaching out to families and providing structures for them to become involved, the result is effective school-family partnerships. Such partnerships connect families and schools to help children succeed in school and in their future. The academy strongly believes in nurturing positive character development by helping parents educate their children.

Central Indiana Academy has a commitment to reflect its commitment to multiculturalism starting with diversity in its hiring practices. Recruitment will place an emphasis on selecting educators from a wide range of socioeconomic and ethnic backgrounds. This will include an ad campaign through radio and print media to attract those instructors with the best credentials from all backgrounds.

In addition, the academy recognizes that as a public school, we are open and accessible to children of all backgrounds, including special needs, English Language Learners (ELL), and those at-risk of academic failure. Our approach is spelled out in section on Special Populations and At-Risk Students

Furthermore, in order to increase the student achievement the involvement of the parents is critical. The parental commitments are listed in the Parent and Community Involvement section.

In addition to the previously stated "Parental Commitments," the educational program and school enrollment process will include the formal information:

Central Indiana Academy

An Indiana Public Charter School

Student/Family/School Agreement

Central Indiana Academy (CIA, or academy) is open to all students, and is bound by applicable Indiana law governing charter schools. The Academy strives to exceed the academic, ethical, legal, and moral expectations required by Indiana law and the school's families.

The CIA administration and staff have the desire and obligation to provide the best education to the student body. Part 1 of the following agreement sets forth these obligations to students and parents. Part 2 of the agreement enumerates the obligations of the student and family. Please read the following carefully.

Part 1: Expectations of the School and Staff

The administration and staff of Central Indiana Academy agrees to the following. We will:

- 1. Treat students and their families with respect and courtesy**
- 2. Provide the best instructional strategies for the success of each student**
- 3. Respond to parents/guardians and the students' concerns in a timely manner**
- 4. Closely supervise and provide guidance to students while on campus to provide a safe learning environment**
- 5. Conduct ourselves in a professional manner**
- 6. Work closely with parents/guardians to implement the best and most appropriate learning situations within our abilities and resources**
- 7. Identify students who are not making appropriate academic progress and ensure they and their parents/guardians are aware of opportunities to address this concern**
- 8. Communicate with and make consistent efforts to inform parents/guardians of both the student's strengths and challenges**

Part 2: Expectations of the Parents/Guardians and Students

Central Indiana Academy seeks to be an educational option that provides a challenging, rigorous education that exceeds Indiana state standards. We recognize that without parent/guardian support and sufficient student motivation, this environment may not foster student success for all. Therefore, students and parents/guardians agree to:

- 1. Provide (and update as necessary) current phone numbers, mailing address, email addresses, or other means of communication**
- 2. Commit to timely and full participation in scheduled Academy academic events and classes**
- 3. Communicate daily with the student concerning school work, review assignments, and provide appropriate assistance**
- 4. Regularly check the student's progress through appropriate means**
- 5. Contact the appropriate teacher immediately if the student drops below a passing grade in any class**
- 6. Provide a study atmosphere and support a regular study schedule at home**
- 7. Assure the student arrives at school ready to learn in a timely manner**
- 8. Picking the student up from school after the school day ends or providing alternate after-school arrangements**
- 9. Make additional trips to the school if the student requires additional assistance, counseling, or tutoring**
- 10. Provide appropriate technology as needed**
- 11. Provide service to the Academy and local community in a needed capacity for not less than 10 hours per academic semester**
- 12. To follow the policies set forth in the Academy Handbook, including academic policies regarding grade promotion based on academic performance alone**

The Academy will also provide outstanding communication with parents and encourage their continued involvement and support of the school throughout the year. Possible parent involvement at the school may include, but not be limited to, volunteering in the classroom, participation in the PTA, tutoring as the

opportunities are made available, offering their professional service in partnering with school and students, and supporting teachers as might be needed.

In meeting the needs of limited English proficiency, Central Indiana Academy will track the demographics in order to identify students of foreign birth or homes where a language other than English is spoken. The school will also administer assessments at the beginning of the year to identify students with language needs and staff will be responsible for observing students with the specific intention of detecting limited English proficiencies. Identified students will then be assigned to the appropriate levels of service required to meet their individual needs.

For a typical student in – for example – fifth grade, the student will arrive ready and be in class by 8 a.m. The day will include seven 55-minute learning blocks covering all of the student’s core classes as well as independent study. The day is broken up with a 30-minute lunch period in the middle of the school day. The instructional day ends at 3:30 p.m., although students may be at the school longer if they are attending an extra-curricular or co-curricular event, or partaking in an after-school care program.

A typical teacher will be at school no later than 7:30 a.m. to make final preparations for classes that begin at 8 a.m. Teachers will have a six 55-minute instructional blocks and one 55-minute prep period, plus a 30-minute lunch period. The instructional day ends at 3:30 p.m., although teachers may stay longer if they have extra-curricular or co-curricular duties, or are supervising in an after-school care program.

Supplemental Programming

At this time, Central Indiana Academy does not intend to offer a “summer school” or summer remediation program. That is due in part to our balanced calendar, which we feel enhances the chances of student success and learning.

The academy will offer sports, clubs, and other extra- and co-curricular activities. The following sports are proposed for the middle school grades (5-8): Basketball, cross-country, soccer, tennis. These would field separate boys and girls squads and – based on participation – multiple teams within the season they are played. Other sports may be added based on student interest. Funding would come from a mix of student support dollars, fund-raising activities, and donations.

The school will survey incoming families to determine other clubs and activities, but expects to compete in middle school-level academic endeavors such as Math Counts and the Academic Super Bowl. Funding would be from the same sources as athletics.

The school’s special education teacher will work with the principal/head of schools to ensure that students’ mental, emotional, and social development needs are met.

The school nurse, with the support of the Administrative Assistant when appropriate, will be responsible to administer the following services: 1) immunizations records and other health requirements for students enrolled at the Academy, 2) proper handling of medical records, 3) first aid and emergencies, 4) medications and medical treatments, 5) participate in Individual Educational Plan (IEP) team meetings when appropriate, 6) other health requirements.

A student health area will be available for students who become ill or injured while at school and for help in management of ongoing health problems. A student health information form must be filled out and signed by the parent and on file in the clinic at the beginning of each school year. Medication and medical treatment will be handled by the school’s nurse. Only medication prescribed by a physician for a

specific time and amount will be allocated to students. All medication, in their original container, must be left in the clinic and a school medical form must be filled out by the parent/guardian.

All student medical records maintained will be done in a completely professional and confidential manner to ensure the privacy of the students and their parents. All files will be kept in a locked file cabinet in a locked nursing office to maintain confidentiality.

All staff having direct contact with students should be trained in basic first aid, CPR/Choking and AED use. An AED should be on site and accessible. Adequate supplies will be available to handle basic first aid needs such as: bandages, gauze, ice packs, elastic wraps, etc.

Three example forms are given below for some of these medical topics:

- Medication Log
- Accident Report
- Medication Authorization
- Student Medical Authorization
- Volunteer Screening
- Immunizations

Central Indiana Academy will be performing the following medical screenings for those grades required by the State of Indiana:

- Vision Screening
- Hearing Screening
- Overall Health Screening

If there are any suspected abnormalities, the student will be recommended to get further testing done at a doctor's office. A form will be provided for the doctor to fill out and return to the school for the Academy's records. All privacy laws will be respected.

In addition, the school facility will have a dedicated room with a bathroom for any students whom are of need of minor medical attention during the day. This room will also be located near the administration offices to ensure a proper evaluation of the student can be done in the safest environment.

Special Populations and At-Risk Students

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), the Academy will educate students with disabilities in the least restrictive environment with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in and where appropriate receive credit for nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

While the school is unable to create a completely accurate, effective strategy until students are enrolled and IEPs are collected, a preliminary plan for meeting the needs of students with disabilities will be

developed. The plan will include a tiered strategy for providing resource help in serving students with disabilities and the employment of a special education director and teacher.

The academy will hire one teacher who has special education certification and who will serve as the school's Special Education Coordinator. The primary responsibilities will include, but not be limited to:

- Coordinate meetings and activities
- Ensure all services are provided in accordance with each student's IEP
- Ensure all special education reporting requirements are satisfied
- Train instructional staff on methods for educating special education children
- Inform staff of all FERPA requirements as they relate to student record privacy
- Serve as the Teacher of Record for each special education student, except when a student's needs require an alternate arrangement
- Oversight of the process of identifying students who may need referral
- Develop procedures for reporting to parents
- Instruct students when adaptations to the curriculum are necessary

The Special Education Coordinator for the academy will also have one "full time aide" dedicated to the special education needs of the academy. The principal/head of school will be the person primarily responsible for the administration and the Special Education Coordinator for the instructional teaching in the classrooms with the teachers.

Central Indiana Academy will continue to review, evaluate and adjust in order to meet its special education needs as the school expands and the needs of the school's special education student population evolve. All professional development and training regarding the education of special education students will include, at a minimum, information on the referral process, the development of the IEP, implementation of a student's IEP, evaluation of a student's progress towards meeting IEP goals, reporting requirements and discipline of students with disabilities.

Central Indiana Academy will comply with all federal Child Find legislation including any subsequent amendments thereto, which requires the school to have in place a process for identifying, locating and evaluating students with disabilities. Once all students have been enrolled into the Academy, all prior school records, including IEPs for all students, will be obtained. The academy will then work with the staff of sending schools and parents/families to properly transition all identified students with disabilities to their new school. The aim of this committee work will be to welcome all students and to discuss how services will be provided to the student according to the IEP. In all instances, the Academy will work to ensure that all services recommended allow the student to advance appropriately towards attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other nonacademic activities in the least restrictive environment.

In meeting the needs of limited English proficiency, Central Indiana Academy will track the demographics in order to identify students of foreign birth or homes where a language other than English is spoken. The school will also administer assessments at the beginning of the year to identify students with language needs and staff will be responsible for observing students with the specific intention of detecting limited English proficiencies. Identified students will then be assigned to the appropriate levels of service required to meet their individual needs.

Student Recruitment and Enrollment

At full capacity, Central Indiana Academy would have 430 students, with a maximum of 40 total students in kindergarten and first grade and a maximum of 50 students in grades second through eighth.

Recruitment and marketing will begin as soon as the charter school is approved. The charter school will hold several open house style meetings in Lebanon and surrounding communities. These will be publicized in newspaper and radio advertisements, via social media, in community bulletins, and at social service agencies. Parents will be able to apply at any and all open house meetings. In addition, application forms will be made available throughout the community.

Through an extensive public information campaign that provides widespread notification throughout all segments of the community, the school expects to reach students across all spectra of social, academic, economic, and other categories. In short, no one will be excluded from hearing about the academy.

It is important to note that, as stated in another section of this application, the school will seek to recruit qualified minority teachers and other non-instructional staff.

See Attachment 8 for further enrollment information.

Student Discipline

Each Central Indiana Academy teacher will notify parents of grade level expectations and class rules prior to the start of the school year or prior to the first day of any student entering mid-year. Staff will be trained in all school policies, procedures, and in the specific areas related to child welfare and anti-bully programming prior to the beginning of the school year.

If students have trouble following the classroom or school rules, they will be reminded of the rules. If they continue to misbehave, they may have privileges withheld, be sent to another room to work for a while, have their parents contacted or sent to the office to discuss the problem with the principal. For serious behavior issues a student may be suspended. Students will remain under adult supervision at all times.

The academy is committed to working with the student and family to resolve issues in the very best interest of both the individual student and the student body as a whole.

Incident reports will be recorded, filed and reported in accordance with Indiana Department of Education regulations and state legislation. The head of schools and lead teacher will be responsible to see that all requirements are met.

Respect and responsibility. These are just two of the values at the heart of our school culture expecting to nurture young students. We live in an age where social concerns dictate the need for a deepening concern for character development. Basic concepts of character will be modeled and taught at all grade levels as we prepare students for a life time of achievement in an ever-growing global future.

See further information about the discipline policy in **Attachment 9**.

Central Indiana Academy supports the Indiana School Safety Specialist Academy belief and mission statements:

PERFORMANCE MANAGEMENT

Central Indiana Academy has four primary goals it will use to help determine its success:

- Ensure Success for Every Student and Increased Academic Achievement Overall
- Foster Citizenship Proficiency and an Environment of Community Service
- Demonstrate High Performance through Student, Parent and Teacher Satisfaction
- Economic Viability and Accountability

Central Indiana Academy will be focused on “results” and below are the criteria we will evaluate our performance along with the goals associated with each of the criteria. We believe these goals not only contribute to the overall well-being of each student, but also contribute to the academy’s success.

Goal 1: Ensure Success for Every Student and Increased Academic Achievement Overall

Goals	Measures
Academic Achievement (ISTEP and ECA)	100% Pass 85% Pass +
Academic Achievement (NWEA)*	Individual student growth/show as much growth within the range of their ability. 80% will demonstrate more than one year of academic gain during the school year.
Student Portfolio/Project Completions	100% of students will complete a multidisciplinary project starting in 2 nd grade
Global Perspective	95% of students will achieve grade level proficiency in a foreign language OR complete an international cultural project.

Concerning the academic goals, the principal/head of schools bears the primary responsibility to ensure that testing and other curriculum data is collected, maintained, and analyzed. Staff will receive training from Calvert and Northwest Evaluation Association to not only interpret educational data, but also how to use the information to both challenge students and fill in any learning gaps. Professional development will be planned to provide teachers the best research and practices to help them as students pursue project-based learning assignments. Further, the principal/head of schools must be attuned to the needs of staff and students, and be prepared to implement other training/professional development as needs arise. Remediation periods built into the calendar also will help students who may be struggling academically.

**NWEA will be the test used to calculate the learning gains for our same student evaluations. We will administer the NWEA test at least twice: near the beginning of school and again in the spring to show the overall learning gains for each student. The school will use this information to recognize and reward the teachers who are making significant learning gains in their students. For those teachers who are struggling to achieve appropriate learning gains from their individual students, the principal/head of school will hold those teachers accountable.*

Goal 2: Foster Citizenship Proficiency and an Environment of Community Service

Goals	Measures
Attendance	>96% attendance
Participation in Co-Curricular or Extra-Curricular Activities	>70% of students participate in co-curricular or extra-curricular activity by Year 2
School Service	95% of students meet their school service requirements (5 hours/semester) 80% of families meet their school service requirements (5 hours/semester)
Community Service	95% of students meet their community service requirements (5 hours/semester) 80% of families meet their community service requirements (5 hours/semester)
Discipline Events	<5% referrals, 0 Suspensions

The principal/head of schools is ultimately responsible for tracking citizenship measures. At least monthly, students and families will receive an update on their each of the goals. Communication between the school and its students and families will focus on the importance of have well-developed students and stress the importance of volunteering and participating in events and activities outside the classroom. Because the charter school expects to draw students from outside the Lebanon community, service hours performed in a student’s home community will count toward in those areas. While our hope is to have little or no disciplinary actions, those procedures are detailed under the Education Plan and supporting attachments.

Goal 3: Demonstrate High Performance through Student, Parent and Teacher Satisfaction

Goals	Measures
Student Satisfaction	Survey of Students - 90% Satisfied 85 % of students Re-enrolled
Parent Satisfaction	90% of parents satisfied or very satisfied from returned parent surveys.
Teacher Satisfaction	90% of teachers satisfied from surveys with teaching conditions and that teaching methods align with school mission and they are supported by the Board and Head of School.

The principal/head of schools also is ultimately responsible for tracking satisfaction measures. Feedback will be sought via surveys to improve everyone’s experience at the academy. These surveys can serve as a vital communication tool to help the school evaluate its policies and make appropriate corrective measures to ensure long-term success.

Goal 4: Economic Viability and Accountability

Goals	Measures
Economic Viability	<ul style="list-style-type: none"> • Positive Cash Flow at end of each school year • Positive External Audits
Accountability of School	Meet Academic Goals as outlined
Accountability of Board of Directors	<ul style="list-style-type: none"> • Meetings held as required • Board Members attend 90 % of meetings • >85% positive satisfaction survey results concerning Board oversight and interactions

The principal/head of schools, business manager, and school board will play key roles in ensuring the economic viability of the school. The communication between the administration and the board will play a key role in the accountability issues. CIA seeks an active, engaging board that will take a deep interest in the school’s success at every level. In each of the economic and accountability measures, the administration and board must be willing to take necessary action if there is a risk of not meeting the standards set by the charter. A strong board is vital to maintaining the integrity of the charter, and must – when necessary – make tough decisions when school personnel or board members are not performing their duties.

STAFFING

Staff Structure

It will always be a priority of Central Indiana Academy to contract the most qualified and fully credentialed individuals to bring competencies, professionalism and an array of skills to bear in creating an innovative and academically excellent school.

Initially, CIA plans to open with a principal/head of school, a business manager, an administrative assistant, 10 teachers, three part-time aides, a part-time nurse, and a part-time custodian. At full capacity – which we expect to reach by Year 5 – CIA would have a principal/head of school, an assistant principal/head of school, a business manager, an administrative assistant, 13 teachers, six part-time aides, a part-time nurse, and a part-time custodian

Our classroom student-teacher ratio would not exceed 25-to-1 in any individual classroom. The ratio of students-to- adults – not including any parent volunteers since the number of volunteers is too variable to predict and counting part-time staff members at 0.5 persons – would range between 17-to-1 and 21-to-1 building-wide.

Teachers will teach by core class subject, with students changing classes each period. All full-time teachers will be required to have a valid Indiana teaching license.

A complete staffing guide is available in **Attachment 10**.

The principal/head of school is, first and foremost, the instructional leader of the school, responsible for all academic outcomes. As the lead manager, he/she is responsible for day-to-day operations of the school, as well as evaluating potential and existing personnel and ensuring that the staff and the school adhere to the missions outlined in the charter.

Staffing Plans, Management and Evaluation

Central Indiana Academy teachers will be evaluated annually. The organizing board has not yet developed a complete personnel manual. If the board opts for a formal contract process for staff, it will be recommended that contracts do not exceed one year.

The initial salary structure per position is as follows:

Head of School	\$70,000
Business Manager	\$45,000
Administrative Assistant	\$25,000
Teaching Staff	\$36,850 (average)
Classroom assistants (half-time)	\$11,000
School Nurse (half-time)	\$21,500
Custodian (half-time)	\$20,000

Upon successful approval from the Indiana Charter School Board, Central Indiana Academy will immediately begin its search for the principal/head of schools, with a target hiring date of no later than March 1, 2012. The target hire date for the business manager and administrative

assistant is no later than April 1, 2012. The target hire date for having teachers, classroom assistants, school nurse, and custodian is no later than July 1, 2012.

Candidates for employment will be secured through IDOE, contacting colleges and universities, teacher recruitment fairs, media advertisement, and other resources available. All applicants will be screened in accordance with law.

All teaching staff will meet or exceed the Highly Qualified criteria as stated in the NCLB Act and state certification requirements. Furthermore, all employees will be expected to work together toward fulfilling the mission of the academy, to work with an understanding that the very success of each student will often require efforts beyond job descriptions, and to fully embrace the shared values in order to create the innovative and academically excellent goals of CIA. With the understanding that students with IEPs could comprise as many as 10% of the student body, every effort will be made to hire as many teachers with dual licensure and certifications as possible. The academy also will strive to hire teachers who have a gifted and talented endorsement.

Prior to contracting, all teaching staff must provide copies of current certification. The academy will formally confirm certification with the State of Indiana, and employees (teaching and non-teaching staff included) will provide all required information for the academy to conduct a national criminal background check. It will also be an ongoing policy of the academy to confirm all listed references and education background information.

The academy will routinely perform a verification of certification status prior to the beginning of each school year and before any additional teaching staff are contracted.

In keeping with current benefits offered by other charter schools within the state of Indiana Central Indiana Academy will offer a competitive package of at least:

- Competitive salary based upon at least 190 days for teachers (at least 220 for administrators)
- PERF & TERF
- Health Insurance Plan (To be determined as to carrier and premium amounts per paid by Central Indiana Academy)
- Life Insurance (TBD)
- Disability Insurance (TBD)
- Sick days, personal days, and bereavement leave

Teachers will be evaluated through:

1. Formal and informal observation
2. Written feedback
3. Conferences with supervisors focusing on self-evaluation and personal learning goals
4. Submitted lesson plans
5. Certification/license background check
6. All candidates will have a satisfactory criminal background check.

Formal personnel evaluation tools and policies for all employees – including administrative and part-time personnel – will be developed prior to any employees being hired. These policies also will include criteria and plans for handling disciplinary actions and dismissal procedures.

Professional Development

In addition to ensuring that all initial hires are certified, credentialed, experienced and highly qualified educators, Central Indiana Academy will develop a professional development program around the Indiana State’s core principles for professional development. The program will emphasize improvement of student learning and performance, and will be developed by a committee lead by the principal/head of schools who ensures that it is integrated with the school strategic improvement and achievement plan.

All efforts in professional development and strategic improvement planning will be to put in place “best practices.” Such practices will only include those that are used by many groups in society to describe “what works” in a particular situation or environment, and can be called research-based or scientifically-based if there are data to support its success in the field.

While the plan is still being developed, training will be required prior to the school’s opening to familiarize teaching staff with the Calvert curriculum. The school also will pursue opportunities to expand staff knowledge on high ability education through resources such as Purdue University’s Gifted Education Resource Institute (GERI). Teachers also will receive instruction and training in administering and interpreting data in the Northwest Evaluation Association’s Measures of Academic Process.

GOVERNANCE & MANAGEMENT

Legal Status and Governing Documents

Parent Advocates for Gifted Education is a 501(c)3 non-profit organization. Central Indiana Academy will operate under the auspices of PAGE.

See **Attachment 13** for PAGE organizational documents, and **Attachment 14** for the Statement of Assurances.

Organizational Chart

See **Attachment 15** for the Central Indiana Academy organizational chart.

Governing Board

Roles and Responsibilities for the Board and principal are delineated as follows:

Task or Issue	Role of the Board	Role of the Principal/Head of School
General Issues	The Board upholds the mission and philosophy of the school; The Board is primarily responsible with fiduciary oversight.	The principal/head of school is responsible for day to day operations of the school, in accordance with the mission, philosophy and policies established in the charter.
Curriculum	The Board shall review academic outcomes and discuss concerns with the principal/head of school.	The principal/head of school is, first and foremost, the instructional leader of the school, responsible for all academic outcomes.
Personnel Decisions	The Board will conduct an annual performance review of the principal/head of school.	The principal/head of school shall be responsible for hiring, evaluating and terminating, if necessary, any employees of the school in accordance with the policies.
Budget	The Board provides fiscal fiduciary oversight and ensures that fiscal policies are implemented in a timely, appropriate, and intended manner. The Board approves the annual budget.	The principal/head of school will work together to develop the budget and present it to the board for further comment and approval.
Discipline and Parental Concerns	The Board will support the Principal/Head of School in upholding the Academy policies and mission involving members of the school community in areas of student discipline and parental concerns.	The principal/head of school and the school employees will make decisions regarding personnel, student discipline, and grade retention.
Authorizer	The Board shall report to the Authorizer as required by the state statutes and	The principal/head of school shall provide information and responses to the

	regulations.	authorizer as requested by the Board or by the Authorizer.
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The organizing body has tailored the board structure to put in place paths of collaboration and coordination between the two fundamental groups of school organizations and the board of directors. Once the school is established the organizing group will move toward an organizing board which will create the final operating board. This board may include some members of the organizing board mixed with community members.

Central Indiana Academy seeks board members through a broad based community outreach effort. This includes contacting a wide range of community groups. We seek to identify individuals who have an interest in education, and will focus on individuals who have background or expertise in the fields of education, business management, and finance. All meetings of a governing body must be open to the public to the extent required by IC 5-14-1.5. The governing body shall comply with IC 5-14-1.5. For the initial five-member board, the organizing board will appoint members.

Whenever a vacancy shall occur on the Board at a time other than normal elections (e.g., a death, a resignation for personal reasons), the board shall take the following steps immediately to appoint a qualified replacement, except when the vacancy occurs thirty (30) days or less before a regular election.

- The board shall seek qualified and interested candidates from the community through the news media, word of mouth, and contacts with appropriate organizations.
- All applicants are to submit a notice of their interest, in writing, to the board president.
- The board shall interview all interested candidates to ascertain their qualifications.
- Appointment by the board to fill a vacancy shall be by majority vote of the full board.

With regard to establishing a local school board, we have used the following philosophy and process:

- Criteria 1 - The candidate must be recognized as a community asset, as a leader in efforts enriching the community, and as a "doer" (not just a board sitter).
- Criteria 2 - The candidate must have some business background, not just accounting or more generally "management". Example experiences could include "making" payroll, profit/loss responsibilities, revenue enhancement, or product/business development.
- Criteria 3 - The candidate must possess a passion for education and some direct experience with schools, teachers, and other education resources. This may include personal and professional seminars, specialized course work, and company training programs.

In general we believe the initial board must be experienced and clearly focused on the school and its place in the community. It must be the intent of the organizing board that the school become the community's school of choice and that a sense of ownership is developed among the parents as well as the community as a whole.

The board will meet to approve the school budget. The board will also provide fiduciary oversight regarding any expenditure outside the approved budget, long-term planning of the school, including facilities, and resolving serious issues outside the ordinary course of business, such as any financing for the charter school. The board retains the ultimate responsibility and power to ensure that the school is operated in accordance with the charter contract and in compliance with the applicable laws and regulations, whether federal, state or local.

This board, consisting of five (5) members will serve as a governing board, and will be empowered to:

1. Hire, evaluate, and terminate the Principal/Head of School (except for the initial principal/head of school, which will be hired by the organizing board);
2. Provide guidance to the Principal/Head of School on all matters related to the functioning of Central Indiana Academy;
3. Assist in the development of a yearly budget, revenue and expenditure forecasts, and long-range capital expenditure planning; approve the yearly budget;
4. Oversee activities related to fundraising and fund development;
5. Enact and enforce policies and procedures necessary and prudent in pursuit of the aforementioned powers.

Besides acting in the above capacities, the board of trustees shall be empowered to assist Central Indiana Academy in outreach and marketing in order to strengthen the brand and exposure of the academy to Central Indiana and its residents. The Board will be active in efforts to raise funds for CIA, and shall hold any such funds in an account. The purpose of this account shall be to provide opportunities for enriching the academic, cultural, and social experiences of CIA students. The board shall have fiduciary responsibilities for the academy, including the ability to enter into contracts, hire and terminate the principal/head of school, and perform other necessary and reasonable tasks to ensure the Academy is operated at an exemplary level of transparency, excellence, and ethical standards.

The Board of Trustees shall elect from among its members a President, Vice President, and Secretary/Treasurer. The term of each office is three years, and officers may serve for more than one consecutive term, but not to exceed six (6) years in any ten (10) year span. The vice president will assume the responsibilities of the President after her/his two year term has expired, or in the case of the President's resignation. All board members shall be provided with bonding in order to limit their personal liability; the expense of this shall be paid in full by Central Indiana Academy.

The board of trustees shall operate with standing and ad hoc committees as the board may authorize by two-thirds majority vote. The standing committees shall be:

1. Finance Committee: Consisting of three (3) members, this committee is responsible for providing leadership and oversight for the fiscal condition and budget of the academy. The principal/head of School shall propose to the finance committee a budget each year, which must be approved by the finance committee and the board of trustees.
2. Policies and Procedures Committee: Consisting of three (3) members, this committee is responsible for providing leadership and oversight for the academy's policies and procedures in matters such as admissions, parental involvement, and service to the community.

Each committee will be elected from a slate of candidates originating in the board of trustees, and election shall be by majority vote. Each candidate is elected to serve a term of three years. A committee member may serve for two consecutive three year terms only and not more than six years in any ten year span.

In succeeding years, the five (5) trustees will be elected by majority vote of the parents and guardians of pupils at Central Indiana Academy. Among the trustees there shall be elected officers, including a president, vice president, and treasurer/secretary, as well as any other offices that the trustees, with a 2/3 majority vote, shall deem appropriate.

Members of the Board of Trustees will be recruited from a pool of prominent business, education, and community leaders in Boone and surrounding counties. A connection to the organizer will not be required, and care will be taken to make a clear distinction between the role of organizer and the role of the Board and Board members. Members will be recruited through the local Central Indiana media, as well as personal connections of organizing group members. Of particular interest to the organizer is nominating individuals with a strong background in these areas, such as banking, elementary and

secondary education, postsecondary education, local industry, and civic and community leaders. Care will be taken to recruit individuals from diverse backgrounds, both in terms of their industry or work experience, but also in terms of their ethnic and cultural background, as well as a range of ages. The most important factor in selecting candidates for the board of trustees is their commitment to providing high quality educational opportunities. In addition, Board members must be aware of the time commitment required to serve, and have the ability to contribute their time on a regular basis to not only attend meetings, but to play an active role. The organizer desires actively engaged, questioning board members. Experience in other not-for-profit boards is desirable, but not required.

The board of trustees of Central Indiana Academy will hold meetings not less than once per month that are open to the public. These meetings will be announced in local media outlets and on the school's web site. It is expected that many parents and guardians of the school will be highly invested in their pupils' education, and as such will plan to attend and actively participate in board of trustees meetings. Each meeting will include time to conduct general business, as well as to take public comment.

The honesty and integrity of the board is paramount to the school's success. PAGE expects board members to avoid potential conflicts of interest and with ethical excellence. More on these expectations is spelled out in **Attachment 17**.

The charter school recognizes that the endeavors and objectives of outside organizations, such as booster clubs and parent-teacher organizations, can be a valuable means of stimulating interest in and endorsement of the aims and achievements of the school system. Generally, actions initiated by outside organizations provide the atmosphere and climate to weld together desirable community-school relationships.

These guidelines are designated to provide a level of independence and autonomy of outside organizations associated with the charter school, while ensuring that the purposes, objectives and activities of those organizations remain compatible with the school's policies, objectives, and philosophies.

These guidelines shall govern those outside organizations which are approved by the school board. If an outside organization does not comply with these guidelines, or if it is determined that approval is no longer in the best interests of the school community, the school board may revoke the organization's approval.

The school board and/or principal/head of schools may require (a) an outside organization to obtain liability insurance adequate to protect against any reasonably foreseeable claim; (b) that certain officers or directors of the outside organization obtain a bond ensuring performance of obligations; or (c) that the charter school be named as an additional insured on any insurance policy purchased by the outside organization.

In terms of professional partnerships, the organizing board is well aware of the role that education will play in increasing the nation's productivity and future well-being. To ensure success requires the combining of talent and resources within the region between business and education. It also recognizes that the charter school needs to operate as an integral part of the economic community if students are to receive the type of education and training they will need to function effectively in the twenty-first century.

The board will seek to establish not only partnerships between the school and individual companies but also, if possible, consortia involving several companies. The purpose will be to seek opportunities for students and staff to share in new strategies and technologies being created in the business world and offer, in exchange, the knowledge and skill of school personnel in creating more effective continuing education for employees and members of the community. Properly planned and implemented, such

partnerships or consortia could have significant impact on the nature and content of the curriculum as well as on the manner in which students are taught to learn.

Any person or group having a legitimate interest in the operations of this school shall have the right to present a request, suggestion, complaint, or concern relating to school personnel, the program, or the operations of the school. At the same time, the school board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate.

The grievance process for matters regarding a staff member is proposed as follows:

First Level

- If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasonable explanation or take appropriate action within his/her authority and Corporation administrative guidelines.
- This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.
- As appropriate, the staff member shall report the matter and whatever action may have been taken to the building administrator.

Second Level

- If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor and in compliance with provisions of a collective bargaining agreement, if applicable.

Third Level

- If a satisfactory solution is not achieved by discussion with the building administrator, a written request for a conference shall be submitted to the principal/head of school by the complaint. This request should include: the specific nature of the complaint and a brief statement of the facts giving rise to it; the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely; the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Fourth Level

Should the matter still not be resolved, or if it is one beyond the principal/head of school's authority and requires a board decision or action, the complainant shall request, in writing, a hearing by the board.

The board, after reviewing all material relating to the case, may:

- provide the complainant with its written decision;
- grant a hearing before the Board.

The complainant shall be advised, in writing, of the board's decision, no more than ten (10) business days following the hearing.

In matters regarding school services or operations, if the request, suggestion, complaint, or concern relates to a matter of school procedure or operation, it should be addressed, initially, to the building administrator and then brought, in turn, to higher levels of authority in the manner prescribed as under matters involving staff member.

In matters regarding the educational program, if the request, suggestion, complaint, or concern relates to a matter of school program, it should be addressed, initially, to the building administrator and then brought, in turn, to higher levels of authority in the manner prescribed as under matters involving staff member.

In matters regarding instructional materials, the principal/head of school shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection.

If the request, suggestion, complaint, or concern relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the school, the following procedure shall be followed:

A. The criticism is to be addressed to the building administrator, in writing, and shall include:

- Author;
- Title;
- Publisher;
- The complainant's familiarity with the material objected to;
- Sections objected to, by page and item;
- Reasons for objection.

B. Upon receipt of the information, the building administrator shall appoint a review committee which may consist of one (1) or more professional staff members, two (2) parents of students in the school, and a student representative selected by the building administrator.

C. The committee, in evaluating the questioned material, shall be guided by the following criteria:

- The appropriateness of the material for the age and maturity level of the students with whom it is being used
- The accuracy of the material
- The objectivity of the material
- The use being made of the material

D. The material in question may not be withdrawn from use pending the committee's recommendation to the principal/head of school.

E. The committee's recommendation shall be reported to the principal/head of school in writing within ten (10) business days following the formation of the committee. The principal/head of school will advise the complainant, in writing, of the committee's recommendation and advise the board of the action taken or recommended.

F. The complainant may appeal this decision, within thirty (30) business days, to the board through a written request to the principal/head of school, who shall forward the request and all written material relating to the matter to the board.

G. The board shall review the case in and advise the complainant, in writing, of its decision within thirty (30) business days.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any board action to remove material will be accompanied by the board's statement of its reasons for the removal.

PARENT & COMMUNITY INVOLVEMENT

As described earlier, a core group of parents who have become involved with our founding group has been the backbone behind the efforts to bring Central Indiana Academy to Boone County.

We have kept people informed – including a group of more than 120 people who requested to be on an e-mail list – via regular e-mail updates about the progress. In addition to electronic communication via our Web site and Facebook, the group also has kept the local newspaper – The Lebanon Reporter – updated on our progress, which has resulted in stories about the proposed school. Press releases also have been sent to media outlets surrounding Boone County. The academy also has been represented at the Boone County 4-H Fair and the Lebanon Back to the Fifties Festival, as well as talking to local groups such as the Boone County Chamber of Commerce, the Lebanon Lions Club, and the Lebanon Rotary Club. An information night at the Lebanon Public Library was held and more are planned.

As we continue our efforts to bring the charter school to reality, we will continue these community marketing efforts, and expand the face-to-face meetings with groups and organizations in surrounding areas.

The founding group behind Central Indiana Academy represents a cross-section of backgrounds and experiences with one unifying thread: A desire to improve and expand the educational choices in our community.

This core group has been meeting for more than two years, and includes a wide variety of backgrounds including financial, educational, scientific, medical, developmental, political, entrepreneurial, and organizational activities with proven track records. During the process of reviewing what is need to put together a quality charter school, this group utilized the services of consultants and experts who have background in charter school management, high ability curriculum, financial management, and property acquisition. Some group members have management level experience with hiring and budgeting, the former of which will come into play when selecting the first head of schools for CIA.

Because CIA would be a public school of choice, parents will be the ones to decide whether to send their children to this school. Families who select a charter school often come already with a high level of commitment to their child’s education. CIA will be asking parents to agree to the following:

Parental Commitments:

1. I/We understand that my/our direct and personal involvement with the Academy and my/our child(ren) is critical to the success of my/our child(ren).
2. I/We will promptly review and respond to accountability reports regarding my/our child(ren)’s progress.
3. I/We will take the time to read the Academy’s monthly informational newsletter.
4. I/We will regularly and in a timely fashion communicate with the school via e-mail or written correspondence on all matters related to my/our student(s) and the Academy.
5. I/We will attend Academy meetings, teacher conferences, open houses, and special events.

Parents/guardians will be asked to serve in a service capacity for at least 10 hours per semester (5 in the school; 5 in the community). Those duties could include a wide variety of tasks, from assisting teachers in the classroom to chaperoning field trips to stocking shelves at a local food pantry. All volunteers must successfully pass a background check before they can help at the academy.

While we do not have specific partnerships secured, school administration in collaboration with board members will be encouraged to develop a highly involved “community of professionals” list to participate in unique educational sessions with teachers and students during the calendar school year. Making

connections with students and professionals on an ongoing basis not only encourages students, but also parents and teachers. This uniquely aggressive scheduling feature will:

- Provide real world lessons with students and teachers
- Produce opportunities for professionals to share experiences with students
- Make connections with parents in regards to the educational potential and future of their students
- Complement any career programming elements within the existing school curriculum

In addition to earlier described marketing efforts, the organizing group reached out to community leaders and secured letters supporting our efforts to establish a charter school. These letters – secured during our initial efforts to charter a school through Ball State University – are included in **Attachment 19**.

START-UP & OPERATIONS

Start-Up Plan

The detailed start-up plan and the financial plan workbook are provided in **Attachment 20** and **Attachment 22**.

Transportation

Central Indiana Academy does not plan to provide transportation to students. The survey conducted in spring 2010 specifically asked if lack of school-provided transportation would prevent potential students from attending – 86.2 percent of the respondents indicated that it would not be an issue.

For field trips and extra-curricular events, the school will rely primarily on parents/guardians to transport students to events. The head of schools may enter into a contract with a charter bus company to transport students to special events. Students (and/or their families) attending extra-curricular activities – regardless if the school or a parent provides transportation – will be required to sign waivers indicating they understand the school’s transportation policies.

CIA will comply with the federal McKinney-Vento Homeless Assistance Act in terms of providing access and services to homeless students, although transportation – unless offered to all students – likely would not be part of the compliance unless mandated.

Safety and Security

Students and their families expect schools to be a safe environment. Central Indiana Academy will implement several measures to ensure that those in the school, as well as school records, will be safe and secure.

The organizing board has not fully completed all plans and policies at this time. We will have a better idea on the extent and detail the plan will require once we have full access to our proposed facility. When completed, the academy will have a complete safety plan for the following areas:

- Building access (including school and non-school hours)
- Emergency plans, including procedures and preparedness in the event of natural disasters – i.e. tornado, earthquake, flood – and manmade disasters – i.e. fire, chemical spill, airplane crash.
- General threats – i.e. physical, verbal, gun, bomb.
- Technological security – i.e. Internet, student and personnel records.

Insurance Coverage

Central Indiana Academy will comply with Indiana Charter School Board guidelines for insurance coverage. The academy secured a quote on liability insurance for commercial general, directors’ and officers’, sexual abuse, automobile, umbrella (excess liability), and workers’ compensation from Lamar & Lamar Insurance in Lebanon, Ind. See **Attachment 21** for the insurance quote. Employee health insurance estimates are based on published rates for State of Indiana employees.

FACILITIES

The organizing group has been researching potential facilities for Central Indiana Academy. With one building in particular, the group has toured the site and has met with the current owners in preliminary discussions to lease/buy the facility, which is a two-story, 30,000 square-foot, 41-year-old former office building located on Lebanon's south side. That building is located at 1220 Indianapolis Ave., Lebanon.

The building's size is large enough to meet our capacity, while the property footprint features a large parking area and room to expand should the school require more space in the future. With a location less than 1 mile from Lebanon's southern-most Interstate 65 exit, it is an ideal access point for those parents who would bring children to the school from other communities.

Additionally, we spoke with representatives from the United States Department of Agriculture's Office of Rural Development. If we meet their guidelines as a qualified non-profit agency, we will submit grant and/or loan requests through USDA for building acquisition and renovation.

The building is handicapped accessible on the ground floor via a ramp, and has an elevator inside. The school will meet state and local health and safety guidelines necessary to have a school in the building.

During the first year of operation, CIA would potentially share a portion of the building with St. Joseph's Catholic Church, which recently entered into a short-term (18-month) lease for the building's first floor. CIA would occupy 15,000 feet on the second floor, and eventually expand to the first floor as the school student population grows and classes are added.

It its prior use as an office, the floor plans consisted of large rooms and open space, which significantly reduces unforeseen renovation costs. The building owners report no problems with heating and cooling units. We also have met with representatives from C.F. Jones – a construction management company in Lebanon – to discuss potential services needed for building renovations prior to opening as a school, including complying with state and local health, fire, zoning, and other codes.

A detailed floor plan is not available, but the space will include 10 classrooms, a cafeteria, a fine arts room, a principal's office, a nurse's station and a "quiet room."

BUDGET & FINANCE

Central Indiana Academy is working with Beth Reynolds of Bookkeeping Plus and is still evaluating its revenue and expense projections. The budget has been submitted as required in **Attachment 22** and a budget narrative appears in **Attachment 23**.

CIA will follow state and Indiana Charter School Board guidelines in its accounting process, including any audits required by either ICSB or the State Board of Accounts. The school's business manager will work with Bookkeeping Plus to help the school stay on a fiscally responsible track.

Attachment 1. Founding Group Resumes and Bios

Below are the professional bios, followed by resumes for those individuals who will continue to play a role on the organizing board until the charter is approved and a school board is selected for the charter school.

Parent Advocates for Gifted Education Inc. also would like to acknowledge the important contribution of the following people who, while no longer on the organizing board, provided key input in the early stage of the charter process: Paula Hudson, Matthew Stach, and Diana Ferrin.

Alex Andrews

Alexander Andrews is a lifelong Lebanon resident. He has worked telecommunications for an insurance company, is a private pilot, and currently is manager for a string of 4 game stores located throughout Indiana. Alex is a proud product of the Lebanon school system and has watched Lebanon grow and thrive. He knows now is the right time for another option for education in Boone County.

Kim Andrews

Kimberly Andrews works as a clinical quality compliance administrator for the Federal Employee Program, Anthem BlueCross and Blue Shield. She has two twice exceptional daughters ages 13 and 14. She has been a registered nurse for many years working labor and delivery, rehabilitation, and hospice. She is currently working toward a Master's degree program in Business Administration at the Indiana University Kelly School of Business. She is a current Board member of PAGE (Parent Advocates for Gifted Education) in Boone County.

Melissa Garrard

Melissa Rhodes Garrard has been practicing business, corporate, commercial and administrative law for over 20 years. She is presently admitted to practice in the states of Indiana and Florida, and is a member of both the Indiana State Bar Association and the Florida Bar. Previously, she was also admitted to practice in the states of New York and Delaware, but has subsequently assumed retired status in those jurisdictions. She has worked for one of the largest law firms in the state of Indiana (Ice Miller) and one of the largest law firms in the country (Skadden Arps Slate Meagher & Flom). She clerked for The Honorable William T. Allen, Chancellor of the Delaware Court of Chancery and interned with The Honorable Joseph A. Grundfest, Commissioner of the United States Securities and Exchange Commission. She has been practicing in her own law firm for over a decade. In her private practice, she has, among other things, been a senior consultant to the Indiana Attorney General's office on antitrust matters. In addition, she has been elected and served as president of her county Bar Association and has administered its pro bono program.

Ms. Garrard received her undergraduate Bachelor of Arts degree in Political Science and Russian Language and Literature from Baylor University in Waco, Texas, where she graduated summa cum laude and was first in her undergraduate class. She was also a member of Phi Beta Kappa. She received her Juris Doctor degree from Stanford University in Stanford, California. At Stanford, she was awarded the Hilmer Oehlman, Jr. Award for excellence in legal research and writing and served as an editor of the Stanford Law Review.

Cathy Holmes

Cathy Holmes has over 16 years of experience in many facets of clinical research. Her love of science and dedication to science education led her to volunteer at her children's school teaching bi-weekly science enrichment classes to the lower elementary grades to supplement their science education. She also assists in putting together the school science fair to ensure that all of the children have the

opportunity to experience the joy of scientific discovery and the excitement of sharing that discovery. Volunteering to teach science to elementary students led her into a part time position with Mad Science, Inc. She is now able to reach out to other area elementary schools to get their students excited about science.

Cathy is active in the community. She has been a member of the local PTO, has assisted in a number of classrooms and regularly chaperons field trips. She is a member of the Indianapolis Woman's chorus and occasionally works at Coburn Place, a domestic violence shelter. She is currently serving on the board of PAGE because of her belief that all students deserve the chance and the optimum environment in which to excel.

Joshua Morrison

Josh Morrison moved to Indiana in 2001, after earning his bachelor's degree in philosophy from Missouri State University. He has been active in both college student housing and student affairs associations since that time, and currently serves as President of the Indiana University-Purdue University Indianapolis advising organization, called JACADA. Currently pursuing his PhD in higher education, Josh brings experience in developing academic support programs for university students, admissions and recruitment, and outreach programs. Mr. Morrison joined PAGE in order to provide educational options for his two daughters (4 and 6). His connections with Indiana higher education institutions will be of use in connecting Central Indiana Academy to university resources, such as pre-service teachers, professional development, and ongoing mentoring and support for faculty and staff of CIA.

Leanne Piper

Leanne L. Piper has been a Nurse Liaison with Plainfield Nursing and Rehabilitation Center and Brownsburg Nursing and Rehabilitation Center for the past four years. She began her nursing career in 1992 and during her nursing career she has worked in long-term care, short-term rehabilitation, breastfeeding support, acute hospital care and occupational health.

She received her nursing certificate from Ivy Tech State College and also attended IUPUI and Indiana State University, where she studied Music Education.

Throughout her life Leanne has been involved in the community, taking active roles on local and national organizations such as Mothers of Preschoolers (MOPS), Moms in Touch International, Back to the Fifties Committee, Symphony at Sunset and Hattie B. Stokes PTO. She is also very involved in community theater where she acts and directs with Off-Main Street Players, based in Zionsville, Indiana. Leanne is an active member at First Presbyterian Church of Lebanon, Indiana.

Leanne's involvement in education goes back to her college days when she was a music education major. Although she ended up on a different career path (nursing), she has served as a preschool teacher and Sunday school teacher in her church and continues to teach children music as the children's music director and Praise Band leader.

Leanne is the mother of four high-ability children and she continues to seek the best possible education for them.

George Piper

George Piper has been a writer and editor for the past 20 years, holding various reporting and editing positions at daily newspapers and magazines – including the start-up of a brand new daily newspaper in Noblesville. He studied journalism at Indiana State University in Terre Haute.

George has been active in several community organizations, including Parent Advocates for Gifted Education, the Boone County Fourth of July, Lebanon Follies Company, Off-Main Street Players, and the

Lebanon Rotary Club, among others, holding leadership positions in most of these groups. He also is an active member at First Presbyterian Church in Lebanon, Ind., where he is on the personnel committee.

George previous experience with a charter school involves being the home teacher for two years for two of his children in the Indiana Virtual Pilot School. His oldest child has applied to Herron High School, a public charter high school in Indianapolis, where she hopes to be a part of the class of 2016. George is a firm believer that high ability and high achieving children require a rigorous academic curriculum that goes beyond the basics and challenges students to reach their full potential.

Amy Reinhardt

Amy Reinhardt has been a court reporter for Boone Superior Court I for six years, serving as Senior Court Reporter for the past three years. She received her B.A. from Butler University in History/Political Science. Prior to becoming a court reporter she was employed by Alpha Xi Delta Fraternity Headquarters for ten years in a several positions including Alumnae Services Coordinator and Operations Manager.

Amy has been active in her church, her children's school and her children's activities. She has volunteered in her parish's religious education program for the past eight years serving as a catechist for five of those years. She has also participated in PTO at her children's school.

Amy's involvement in education centers around her children's education and providing options to benefit all children regardless of their ability. It is her desire to see a charter school established in the area to serve the needs of any student who wishes to attend.

Tim Reinhardt

Timothy Reinhardt has been a consumer professional for the past fifteen years. Prior to this he was a student at Butler University where he earned a Bachelor's of Arts in Sociology.

Tim has been involved in youth sports and Cub Scouts for most of the past twelve years. While coaching soccer was close to his heart, so was Cub Scouts. He enjoyed being able to show and teach the boys new skills that allowed them to develop and grow while in Scouts. He also is a graduate of the Boone County Sheriff's Citizen Academy. This program is designed to give citizens a closer look into what the Sheriff's Office does and how law enforcement operates.

While Tim has been involved with education since his children have been in school; his desire for quality education started when he was in high school at Chaminade College Preparatory. Here he gained a respect for what a quality education can do for students. When his oldest son was in second grade, he was nominated to be a representative for the Curriculum Board with the Lebanon School District. Unfortunately he was not able to participate because his son switched schools and the nomination was not currently available for the new school. Tim is using his experience in customer service to help bring a charter school to the area.

Marti Stumpp

Marti Stumpp grew up in Indianapolis, Indiana. She attended High School at Academy Immaculate Conception in Ferdinand, Indiana, graduating in 1974. Her major interests there were Art, English, and Journalism. She attended one year at IUPUI in Indianapolis and 2 years at Ball State University in Muncie, IN.

Marti moved to Sioux Falls, SD in February 1978, and married in June 1978. She divorced in December 1983. She is the mother of one daughter, Diana. She has 4 grandchildren.

Marti was awarded recognition in 1972 for helping with the merger of the high school and college library at her school.

Marti was a Notary Public in 1987 in North Sioux City, SD where she was then living. She was a 4-H Leader in 1987 and 1988. Marti earned her first degree black belt in Tae Kwon Do at Kim's Martial Arts Studio in Sioux City, IA in early 1990.

Marti and her daughter returned to Indianapolis Indiana May 1991. While employed at Inland Container Corporation, Marti earned certificates in Fire Extinguisher Training, CPR, Statistical Methods and was a member of the Quality Control Team.

Marti moved to Lebanon, IN 2004 with her daughter and son-in-law. She took temporary residences for her career in Greyhound, deciding to locate in Tulsa, OK. Marti spent approximately one year taking care of her terminally ill brother during 2008 and 2009. She decided to return to Lebanon in 2009.

In July, 2005 Marti decided to make a legal change of name, since she never used her birth name after growing up.

Marti is active in her grandson's Cub Scout pack, becoming a Co-popcorn Kernal in 2009. She plans on keeping the position through the 2012 popcorn season, then retiring.

Currently Marti is a self-employed drive away specialist. In her free time she sews, crochets, knits and plays computer games. She enjoys spending home time with her family.

Alex H. Andrews

Objective

To use self-taught computer and media management skills and experience to facilitate and companies online and social media presence.

Professional experience

January 2008 – Present GAME PRESERVE

[MANAGER]

Built, implemented, maintain and monitor chain blog:
gamepreservestores.com

Implemented, maintain and monitor store's twitter account:
[@gamepreserve_fm](https://twitter.com/gamepreserve_fm)

Implemented, Maintain and Monitor Facebook page(s)

Maintain and Update retail site: gamepreserve.com

Purchase inventory for store

Maintain an appropriate open to buy

Report a weekly sales log

Payroll & Staff Scheduling, annual reviews, conflict resolution

August 2004 - January 2008 GAME PRESERVE

[PT Clerk - General Sales]

- Stock and Display annual Puzzle Store
- Customer Assistance
- Demonstrate games during Christmas rush
- Receive and price inventory
- Countdown Drawer/Run Overnight Process (closing duties)
- Restock inventory(opening duties)
- Participate in in-store games demos

August 2001 - April 2004 MONTGOMERY AVIATION

[Lineman]

- Flew planes for navigational maintenance
- Limited Aircraft Maintenance
- Fuel Planes
- Landscaping

February 1995 – April 2000 STANDARD LIFE INSURANCE

[1998 – 2000 Sr. Communications Specialist]

- Promoted to Sr. Comm. Spec. after install of Meridian 51 option-C in September 1998
- Certified in Meridian Applications Tools 5.0 (MAT) in September 1998
- Meridian Mail experienced
- Some Maintenance Terminal experience
- Experienced with 110 punch-down blocks
- Contact person and supervisor for all company cell phone accounts and pagers
- Contract Negotiator for company pagers

[1995 -1998 Sr. Mailroom Clerk]

- Coordinated mail operations with PT and FT clerks and Administrative Services' Manager
- Contact person for building services
- Monitored Shipping and Receiving
- Copier service and operator Kodak 3100
- Mailing Equipment: Paragon 100, Neopost SI 98, Neopost SM 95
- Printing and purchasing for limited time

Professional memberships

AOPA – Aircraft Owners Pilots Association

Education

1988 - 1993 Indiana University Purdue University at Indianapolis

[Criminal Justice]

Visual Basic, TCP/IP, Wordpress, Volusion software, Java script

Hobbies

Flying, Computer/Tabletop Gaming, Writing, Miniature painting, Computer Hardware

Interests and activities

Aviation, Professional Writing, Cooking, Volunteer at St. Joseph's Church Help or Usher, NeverwinterVault Module viewer {nwwvault.ign.com}

Kimberly A Andrews
623 E Main St
Lebanon IN 46052

Experience

January 2010-present

Founding Board Member- Central Indiana Academy-volunteer

- Creating a charter school proposal/application (with assistance)
- Creating other important documents for the school (i.e. manuals, brochures, fliers, reports, etc.)
- Spreading the word about the school (social networking sites, press releases, websites, etc)
- Gaining support for the school (letters of support, funding, assistance, etc.)
- Planning and organizing fundraisers, awareness events, open houses, etc.
- Facilitating all charter school planning meetings and board meetings
- Creating a suitable curriculum with other founding board members
- Creating the school's first 5-year financial budget
- Officer (treasurer) January 2010 to present

May 2001-present Anthem Blue Cross and Blue Shield Indianapolis, IN

Clinical Quality Compliance Administrator (2010-present)

- Audit Medical Review Staff on timeliness and accuracy of claims review
- Develop action plans and educational programs for medical review staff
- Act as Senior Medical Analyst for Medical Director

Trainer III (2007-2010)

- Created training program for clinical and non-clinical new associates across three units.
- Designed training materials related to systems processes, benefit training, Plan orientation,
- Trained new associate staff across three units, clinical and non-clinical
- Conducted periodic follow up educational programs for current staff across three units
- Designed the current preceptor program

Medical Claims Review Nurse (2004-2007)

- Sole nurse reviewer in charge of reconsiderations that come in from members and from OPM for all pre-merger Anthem states and pre-merger WellPoint states except New York. Promoted to Nurse Senior in 2006.
- Sole medical review nurse for the MO Legacy Facets system for claims and customer service. I am training current med review nurses to process these cases as well.

- Utilize the FEP Benefit Plan, administration manuals, policies and procedures, and nursing judgment to render decisions on claims payment.
- Process customer service inquiries related to claim payments.
- Process member and provider appeals for previous adverse decisions regarding claims and inquiries.
- Interpret clinical information received from providers to allow/reject preservice reviews.
 - Train new Medical Review nurses
 - Liaison between departments within FEP.

Extra Duties

- Member of the QI committee responsible for oversight policies for MHSA providers.
- Perform Delegation Oversight reviews for the MHSA vendors.
 - Act as medical review specialist/consultant for difficult cases.
 - Assist with the update of the FEP Library.

Precertification Nurse (2001-2004)

- Assessed the medical necessity of inpatient admissions utilizing Milliman criteria and Anthem guidelines.
- Assessed the medical necessity of routine surgical procedures utilizing Milliman criteria and Anthem guidelines.
- Conducted concurrent reviews for continued inpatient stays based on Milliman criteria and Anthem guidelines.
 - Audited peer precertification cases to ensure compliance with accreditation.
 - Trained new precertification nurses.

Education and Training

- Current IUPUI BGS to MBA Program initiation
 1995-1998 Ivy Tech State College Indianapolis, Indiana
 1990-1993 IUPUI School of Nursing
 1985-1989- Indiana University School of Education.
- A.S.N. Nursing.
 - Member of Phi Theta Kappa Honor Fraternity.

Interests Crafting, computers, cooking, reading, travel, minister at my church,
 Adult and child catechist at my church,

- Licensure State of Indiana Board of Nursing License number- 28143100
 Valid through 10/31/11

MELISSA RHODES GARRARD

1153 East 150 North
Lebanon, Indiana 46052
Tel. (765) 482-4000
Fax (765) 482-4048
Mobile (317) 403-5643

Bar Admission: Admitted to the Florida Bar (4/11)-Active in Good Standing
Admitted to the Indiana Bar (6/94)-Active in Good Standing
Admitted to the Delaware Bar (12/91)-Retired in Good Standing
Admitted to the New York Bar (2/91)-Retired in Good Standing

Education: **Stanford Law School**, Stanford, CA
J.D., June 1990

Honors: Hilmer Oehlman, Jr. Award for legal research and writing
Stanford Law Review

Publication: The White Knight Privilege in Litigated Takeovers: Leveling the
Playing Field in Discovery, 43 Stan. L. Rev. 445 (Jan. 1991)

Activities: Moot Court Board
Sergeants-at-Law Mock Trial Board

Baylor University, Waco, TX

B.A., Political Science/Russian Language and Literature, May 1987 (graduated
in 3 years with a double major and a 4.0 GPA)

Honors: *Summa cum laude*
Phi Beta Kappa
Distinguished Political Science Student Award

Activities: Baylor Ambassadors, lobbyist organization
Debate Team

Leningrad State University, Leningrad, USSR

Studied Russian Language and Literature, Culture and Civilization, and History

**Professional
Memberships:**

Indiana State Bar Association
National Association of Foreign Trade Zones

Bar Offices: President, Boone County Bar Association (2005-2006)

Experience:

May 1998 to

Present

Melissa R. Garrard, Attorney at Law, P.C., Indianapolis, IN*Private Law Practice and Consulting*

Prepared organizational and corporate governance documents, investment instruments, operating agreements, joint venture agreements, nondisclosure agreements, memoranda of understanding, recoupment agreements, stock purchase agreements, asset purchase agreements, construction agreements, deeds, easements, grants of right of way, leases, closing documents, and a variety of other corporate and contractual documents. Represented clients before courts and administrative bodies, including various state trial courts and federal district and bankruptcy courts, the Indiana Court of Appeals, the Indiana Utility Regulatory Commission, the Indiana Department of Environmental Management, the Indiana Department of Natural Resources, and various local zoning authorities, utility boards and legislative bodies. Served as principal counsel on supply chain matters, including importation and distribution, for a \$150 million business which consistently ranked among the top 5000 importers in the nation. Functioned as general counsel for a third-party logistics company (3PL), including assistance in securing entitlements to become a Foreign Trade Zone (FTZ) administrator/operator. Acted as general counsel for a major thermostat manufacturer, including negotiation of Chinese supply agreements and North American distribution agreements. Worked as general counsel for an electronic products company. Responsible for antitrust enforcement and merger review as a private consultant on behalf of the Indiana Attorney General's Office, managed various antitrust investigations, and coordinated with federal agencies and multi-state task forces. Developed residential and commercial sites as a principal and assisted clients in the development of residential, commercial and industrial sites, including mixed use, planned unit developments, and master planned communities. Supervised the construction and installation of major utility installations in connection with development projects. Owned title insurance agency and managed all legal matters for the agency. Responsible for all central Indiana legal matters for a national residential home builder, including due diligence and feasibility review of title commitments, surveys, encumbrances of record, environmental reports, and wetlands delineations relating to proposed projects. Represented an investor-owned water and wastewater utility in connection with a complex, intensely litigated regulatory proceeding, including preparation of pre-filed testimony and responses to data requests. Drafted municipal ordinances and resolutions. Handled various construction law disputes. Litigated and successfully settled a multi-million dollar copyright infringement case on a contingent fee basis on behalf of the plaintiff. Advised on employment agreements. Represented clients in personnel matters and complaints before Equal Employment Opportunity Commission. On a pro bono basis, assisted in the formation, including securing tax exempt status, and procurement of financing for a multi-million dollar law enforcement and fire protection emergency and crisis training facility.

August 1993

to May 1998

Ice Miller Donadio & Ryan, Indianapolis, IN*Litigation Associate (Corporate and Commercial Practice Group)**(August 1993-May 1998)**Business Associate (Corporate Practice Group)**(August 1996-May 1998)*

Addressed various antitrust issues arising under the Sherman Act and the Clayton Act. Assisted in filing Hart-Scott-Rodino notifications. Negotiated buyouts of minority shareholders and stock purchase agreements. Responsible for white collar crime

litigation, including litigation arising under the Racketeer Influenced Corrupt Organizations Act and the Federal Corrupt Practices Act. Assisted in the administration of the insolvency of Mutual Security Life Insurance Company, which was then the largest insolvency administered by the Indiana Insolvency Office, and managed complex, multi-forum litigation arising out of the insolvency, including directors' and officers' liability litigation. Litigated various franchise, distribution, and dealer termination matters, including a wide variety of matters for a national manufacturer of orthopedic implants. Extensive responsibility for matters relating to covenants not to compete. Managed litigation relating to minority shareholders, including appraisal proceedings. Consulted on planning, zoning and building code matters. Prepared comprehensive zoning plans and drafted municipal ordinances.

September 1991
to August 1993

Skadden Arps Slate Meagher & Flom, Wilmington, DE
Litigation Associate

Assisted in the defense of PSI Resources, Inc. in connection with the proposed merger with Cincinnati Gas & Electric and the hostile takeover attempt by IPALCO Enterprises, including analysis and litigation of securities and corporate governance issues. Assisted in the defense of MacAndrews & Forbes and Revlon International Corp. in connection with disputes with Procter & Gamble relating to accounting issues and post-closing adjustment mechanisms arising out of the sale of Revlon's international Max Factor business to Procter & Gamble. Assisted in the defense of Chandler Insurance Company in the hostile takeover attempt by Centra, Inc. Litigated various shareholder derivative and class action suits, including securities and executive compensation cases.

August 1990
to August 1991

The Hon. William T. Allen, Delaware Court of Chancery, Wilmington, DE
Law Clerk

Researched legal issues in pending litigation. Assisted in writing opinions of the Court.

Autumn 1989

The Hon. Joseph A. Grundfest, United States Securities and Exchange Commission, Washington, DC
Intern

Researched various disclosure, merger and acquisition, and enforcement issues. Reviewed legal memoranda and briefed Commissioner for Commission meetings.

Summer 1989

Simpson Thacher & Bartlett, New York, NY
Summer Associate

Researched various legal issues, reviewed documents, prepared for and assisted in depositions, and assisted in writing briefs in connection with Paramount Communications' offer for Time, Inc. Researched and drafted briefs on eleventh amendment immunity.

Qualifications

Administrative

- ◆ Supervise personnel
- ◆ Multiple department coordination
- ◆ Superior multi-tasking and problem solving skills
- ◆ Write and refine business plans, procedures and job descriptions
- ◆ Evaluate departments strengths and weaknesses; implement solutions
- ◆ Exceptional telephone skills

Public relations

- ◆ Public speaking
- ◆ Design and develop various training and promotional presentations

Technical Skills

- ◆ Recently passed CITI GCP course with 97% correct
- ◆ Monitor, administrate, and audit clinical studies; internal and external
- ◆ Technical writing, including development of data collection tools, annual reports and protocols
- ◆ Liaison for various regulatory agencies, including the FDA, IRB, and IRC
- ◆ Analyze and interpret data
- ◆ Evaluate clinical studies for potential protocol violations

Work History

7/11 (just ended) IRB Coordinator through Kelly Services Indianapolis, IN
For Concentrics Research

Responsibilities include: Ensure research protocols involving human subjects conforms to all federal regulations, state code, accreditation standards, and institutional policy; Ensure that all applicable pending submissions are submitted to the appropriate IRB committee; Schedule IRB Committee meetings, prepare materials and secure attendance; Coordinates IRB Committee logistics; plan and facilitate review of items; monitor attendance; set-up for technical needs. Prepare accurate IRB Committee meeting minutes; disseminate minutes and records.

3/11 to current Science instructor (Part time) Indianapolis, IN
Mad Science

Responsible for facilitating after-school and summer science programs with a pre-set curriculum. Work with 8-20 children per class teaching science principles in a high-energy, hands-on, entertaining presentation.

10/10 to current Mentor / Front desk (Part time) Indianapolis, IN
Coburn Place

Coburn Place is a domestic violence shelter. Responsibilities include: Monitor security cameras and all entrances, verify visitor permissions and check them in and out, answer the phone, provide customer service, assist residents with various requests, create and monitor 24 hr schedule for mentors, and perform administrative tasks as required.

03/08 to 10/10 Customer Technical Support Indianapolis and surrounding areas IN
American Red Cross (through various agencies)

Responsibilities include: function as help desk for Red Cross proprietary educational software; Field phone calls and emails from student and administrative professionals to assist them in navigation and installation of educational software programs. Provide excellent customer service. Evaluate help desk tickets for quality and accuracy; responsible for training documents, recommendations and coaching

3/99 to 8/02

**Help Desk/Consultation
Wesley-Jessen Corporation**

Chicago, IL

Responsibilities include: Operate a help line for doctors seeking assistance. Provide health care consultation to both health care professionals and consumers. This is a repeat of some of my responsibilities for the same company during the 12/87 to 7/95 time period, done in a telecommuting format.

2/98 to 2/99

**Supervisor of Research Projects
Corneal Consultants, Inc.**

Indianapolis, IN

Managed the Cornea Research Foundation of America, an arm of Corneal Consultants Inc. Responsible for knowledge of all on going study protocol and official communication, phase II and III studies. **Assisted in development of database. Monitored and audited studies for compliance to protocol.** Direct liaison for multiple off-site investigators regarding management of research agenda and study design. **Assisted in developing protocols and annual reports.** Other duties included supervision of the Corneal Research staff, and support of the Foundation at various promotional functions.

Selected Accomplishments:

- Assisted in **development** and teaching of in-house **continuing education seminar** designed to enhance the knowledge and understanding of the research department staff
- **Functioned as CRC** for multiple foundation-sponsored studies, two of which had a patient base of 900

4/92 to 7/95

**Sr. Optometric Asst./Mgr Prosthetic Lens
Wesley-Jessen Corporation**

Chicago, IL

Administered the Prosthetic Lens Program. **Communicated with cross-functional departments** including: Marketing, R&D, Clinical Services, Regulatory Affairs and Manufacturing to achieve and troubleshoot lens production. **Oversaw shipping, receiving and inventory.** Consulted with doctors on a global scale.

Selected Accomplishments:

- Coordinated the transfer of manufacturing prosthetic lenses to the Puerto Rican manufacturing facility; included the training of specialized staff in Puerto Rico
- Developed and implemented an inventory control process which reduced product loss and saved the company money by reducing product production cost by 50%

12/87 to 4/92

**Optometric Assistant
Wesley-Jessen Corporation**

Chicago, IL

Functioned as an internal CRA with various phase III medical device clinical studies. **Maintained CRF's and data.** Consulted with doctors on a global scale. Worked in conjunction with Regulatory Affairs to develop a new use for current cosmetic technology

Volunteer Work:

- ✓ Board member of P.A.G.E. (Parent Advocates for Gifted Education) currently developing a proposal for a new charter school in the Central Indiana Area.
- ✓ 5 years as Production Coordinator for the Indianapolis Women's Chorus.
- ✓ Create and carry out science presentations for elementary school children. These presentations were developed as a response to the dwindling opportunities for science education in our public schools. They are designed to stimulate a love of science and incorporate State of Indiana science standards.

Education

1983

University of Illinois at Chicago (courses taken toward Bachelor degree)

Computer Skills

All Windows Formats ♦ Microsoft Word ♦ Excel ♦ Power Point

Joshua D. Morrison, M.S. Ed.

820 Millerwood Drive • Lebanon, IN 46052
Home: 765-482-9333 • Mobile: 317-828-0445
E-mail: jd.morrison1@gmail.com

Professional Profile

- Effective communicator with excellent planning, organizational, and negotiation strengths, paired with the ability to lead diverse groups.
- Award-winning academic and career advisor, providing comprehensive services to over 200 undergraduate and graduate students.
- Capable grant writer and editor, awarded \$17,000 in internal grant funding since 2007, with \$14,600 in available matching funds.

Education

- **Ph.D., Higher Education**, Indiana University – Bloomington, Expected December 2013
Advisor: Don Hossler
Minor: Public Policy, Indiana University School of Public and Environmental Affairs
Minor Advisor: Sheila Kennedy
Current GPA: 3.93/4.0.
- **M.S.Ed., Student Affairs Administration**, Indiana University – Bloomington, July 2004
GPA: 3.97/4.0.
- **B.A., Philosophy**, Missouri State University - Springfield, May 2001
GPA: 3.39/4.0.

Professional Experience

Research, Curriculum, & Administrative Coordinator, Department of Computer & Information Science, Indiana University Purdue University Indianapolis, June 2006-Present

- Provide academic and career advising for over 200 undergraduate and graduate students in a full range of academic programs.
- Lead activities in academic affairs, including course scheduling, academic program management, and liaise with the IUPUI Graduate Office and Purdue University Graduate School.
- Design and implement undergraduate program review and assessment.
- Analyze and report on student learning and educational outcomes using university databases.
- Supervise front office staff.

- Develop grant proposals to support enhanced teaching and learning activities.
- Coordinate internship and part-time employment opportunities for undergraduate and graduate students.
- Recruit undergraduate and graduate students, including local and international events.
- Hire and supervise part-time faculty.
- Plan and coordinate external and alumni relations events and services.
- Co-lead bi-monthly meetings and training sessions for academic school advisors.
- Support curriculum and academic program development activities.
- Serve on Department, School, and University-level committees and working groups.

Academic Advisor, University College, Indiana University Purdue University Indianapolis, July 2004-June 2006

- Developed, along with supervisor, a career ladder system for academic advisors.
- Conduct workshops on time management, study skills, and college relations for undergraduate students.
- Serve as primary advisor for three sections of UCOL-U110, a first year seminar.
- Academic and career advisor for exploratory and declared undergraduate students.
- Review and determine disposition of academic probation and dismissal cases.
- Serve on Departmental standing and ad-hoc committees.

Residence Director, Office of Residence Life, University of Indianapolis, June 2001-December 2003

- Promote active community building through academic and co-curricular programming for a building of 250 and an apartment complex of 120.
- Supervise and train twelve Resident Assistants.
- Hire, train, and evaluate student staff for 24-hour front desk operations.
- Provide on-call emergency response.
- Coordinate conference residence hall services for summer occupancy.

Academic Experience

Associate Instructor, Indiana University – Bloomington, January 2010-May 2011

- Develop and teach EDUC-U212, a two-credit, variable topic, online undergraduate course in public policy and higher education.

Adjunct Instructor, Indiana University Purdue University Indianapolis, August 2006-Present

- Teach SCI-I120, Windows on Science, a one-credit first year seminar for approximately 25 undergraduate students per section.
- Coordinate course design and content with instructional team of professional librarian, academic advisor, and undergraduate student mentor.
- Developed and taught first and only hybrid in-person and online offering in the fall term of 2007.

- Consistently earn positive student feedback resulting in proven increases in student persistence.

Scholarly Activities

- *Compassion Fatigue among Academic Advisors*. To be presented at the 2011 Indiana Academic Advising Network Conference, June 3, 2011, Kokomo, Indiana.
- *Compassion Fatigue among Academic Advisors: An Introduction*. Presented at the IUPUI JACADA Mini-Conference, May 20, 2011, Indianapolis, Indiana.
- *Compassion Fatigue: Causes and Solutions*. Presented at the NACADA Region V Conference, April 17-19, 2011, Normal, Illinois.
- Co-Principal Investigator for I-Cohort, an International Cohort First-Year Experience in Computer Science (2012-2015). \$1.3 million requested, in preparation.
- Work in Progress: Co-Principal Investigator, State Longitudinal Databases in Higher Education. Principal Investigator: Don Hossler.
- Work in Progress: Co-Principal Investigator, Compassion Fatigue Among Academic Advisors: An Exploratory Study. Principal Investigator: Shobha Pais.
- Invited Talk, Higher Education & Public Policy, Fall 2010. Title: Public Policy Process Theories.
- Co-Principal Investigator on three internal teaching and learning grants, 2007-10. Combined funding: \$17,000 internal, \$14,600 matching.
- Invited talk on Adele Clarke's Situational Analysis for EDUC-Y611, Qualitative Inquiry in Education, Fall 2009.
- Author of the book chapter "Faculty governance and non-tenure-track appointments." In N. Chism (Ed.). (2008). *Faculty at the margins* (pp. 21-28). San Francisco, CA: Jossey-Bass.
- *Instant Advising: An Online Advising System*. Co-Presented at the NACADA Region V Conference, April 20-22, 2006, Cleveland, Ohio.

Awards

- IUPUI School of Science Academic Advising Award, 2011.
- Favorite Professor Award, IUPUI Intercollegiate Athletics, 2009.
- Carol D. Nathan Staff Scholar Recognition Award, IUPUI, 2008.

Service and Professional Development

- President, Jaguar Academic Advising Association (IUPUI), July 2011- June 2013.
- Member, Jaguar Academic Advising Association (IUPUI), 2009-Present.
- Member, Midwest Political Science Association, 2009-Present.
- Member, Association for the Study of Higher Education, 2008-Present.

References

Shiaofen Fang, Ph.D.
Professor & Chair
Department of Computer & Information Science
Indiana University Purdue University Indianapolis
317-274-9727 (office)
sfang@cs.iupui.edu

Cathy Buyarski, Ph.D.
Assistant Dean & Director, Academic and Career Development
University College
Indiana University Purdue University Indianapolis
317-278-4722 (office)
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Joseph Thompson
Executive Director, Academic Services
Purdue University School of Science
Indiana University Purdue University Indianapolis
317-274-0625 (office)
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GEORGE E. PIPER II

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RECENT PROFESSIONAL EXPERIENCE

Freelance Writer, Lebanon, IN, August 2008 to present

- Writer/copyeditor for various print and electronic media
- Clients have included VYPE Magazine; Paramount Healthcare; The Lebanon Reporter

Writer, Indiana WIRED, Kokomo, IN, July 2007 to August 2008

- Writing stories and press releases, along with general public relations activities, for a U.S. Department of Labor workforce development project coordinated by Purdue University (temporary one-year contract assignment).

Managing Editor, The Lebanon Reporter, Lebanon, IN, November 2000 to March 2003 and August 2004 to July 2007

- Managing newsroom and directing editorial coverage for daily newspaper
- Editing, assigning and writing stories and designing pages on a Quark-based system
- Communicating with the public concerning editorial and newspaper issues

Editor, Noblesville Daily Times, Noblesville, IN, March 2003 to August 2004

- Guiding the editorial aspects of starting a daily newspaper in a competitive market
- Designing paper, hiring staff and selecting equipment within 90-day launch window
- Overall responsibility for look and content of 6-day per week newspaper

Freelance Writer, January 1998 to October 2000

- Writing feature stories and breaking news on local and national issues
- Clients included Disaster News Network (disasternews.com); Madison (WI) Business Journal; Credit Union Management, Madison, WI; and Portage (WI) Daily Register

EDUCATION

Indiana State University, Terre Haute, IN, Aug. 1986 to May 1990; pursued B.S. in Journalism (entered job field after four years, but prior to completing degree)

MISCELLANEOUS

- Award-winning journalist in Hoosier State Press Association, Associated Press Managing Editors and cnhi Media contests
- Active in community events, (independent run for mayor; bringing charter school to Boone County, IN; five years on Boone County Fourth of July Committee, including two as co-chair; current President of Lebanon, IN, Board of Zoning Appeals)
- Part of design/redesign process at three different newspapers, including assisting in the start-up of a brand new daily newspaper in Hamilton County, IN

REFERENCES

Greta Sanderson, publisher, The Lebanon Reporter
117 E. Washington St., Lebanon, IN 46052;
(765) 482-4650 ext. 121; greta.sanderson@reporter.net

Paula Hudson, Director of Regulatory Affairs, Eli Lilly
Lilly Corporate Center, Indianapolis, IN 46285;
(317) 277-6730; hudson_paula_s@lilly.com

Ben Bromley, assistant editor, Baraboo News Republic
714 Matt's Ferry Road, Baraboo, WI 53913;
(608) 356-4808 ext. 237; bbromley@capitalnewspapers.com

LEANNE L. PIPER

504 East Superior Street, Lebanon, IN 46052 765-483-8102

EDUCATION

- **Indiana State University**, Terre Haute, IN, Fall 1988 through Spring 1990; majored in music/nursing
- **IUPUI Columbus**, Columbus, IN, Spring 1991 through Fall 1991
- **Indiana Vocational Technical College**, Columbus, IN, January 1992 through December 1992; Graduated with a Practical Nursing Certificate

CONTINUING EDUCATION (Certifications)

- Certified Cardiac Monitor Technician
- Breath Alcohol Technician (BAT)
- Breath Alcohol Technician (BAT) Instructor
- Council for Accreditation in Occupational Hearing Conservation (CAOHC)
- NIOSH Spirometry
- American Red Cross First Aid & CPR

EMPLOYMENT

Nurse Liaison, Paramount Healthcare, Plainfield, IN December 2007 through present

- Perform assessment screens on potential residents/ rehab patients
- Develop and implement quarterly external marketing plans for two centers
- Develop marketing “blitzes” for physicians, hospital discharge planners, assisted living representatives and other customers

Nurse Liaison, Harborside Healthcare, Indianapolis, IN February 2007 through December 2007

- Perform assessment screens on potential residents/ rehab patients
- Develop and implement quarterly external marketing plans for two centers
- Develop sales “blitzes” for physicians, hospital discharge planners, assisted living representatives and other customers

Preschool Lead Teacher, Presbyterian Preschool Ministry, Lebanon, IN, January 2002 through December 2006

- Develop and implement appropriate curriculum for 3-4 year old children in a Christian environment

Breastfeeding Counselor, WIC of Boone County, Lebanon, IN January 2005 through October 2006 (Currently employed on an as-needed basis)

- Assist pregnant and new mothers with breastfeeding issues
- Teach monthly breastfeeding classes
- Coordinate annual World Breastfeeding Week activities
- Establish Breastfeeding Friendly initiative with local employers

Occupational Health Services Coordinator/ WORKonnection Nurse Case Manager,
Watertown Area Health Services - Occupational Health Services, Watertown, WI,
January 1996 through November 2000

- Supervise professional and non-professional staff
- Develop and implement annual department budgets
- Sales and marketing of occupational health program
- Provide clinic and on-site occupational health nursing services
- Provide safety and health educational programs to area business and industry
- Serve on a variety of hospital committees, including chairing Smoke-free Campus, Internal Signage, and Community Mammography committees.
- Provide case management services to WORKonnection, Watertown Area Health Services' CARF-accredited work hardening program
- Case-manage work-related injuries of Watertown Area Health Services
- Manage Occupational Health Clinic and Safety Department associates

Interim Safety Officer, Watertown Area Health Services - Occupational Health Services, Watertown, WI, August 1999 through November 1999

- Manage OSHA 200 logs for hospital, four clinics, and two CBRFs (community-based residential facility)
- Investigate all accidents on hospital grounds
- Conduct safety rounds
- Lead Safety Team and Corporate Compliance meetings

Occupational Health Staff Nurse, Whitley County Memorial Hospital – Occupational Health Services, Columbia City, IN, April 1995 through October 1995

- Assist physicians with treatment of work-related injuries
- Administer drug screens
- Assist with post-offer and DOT physical examinations
- Case management of clients with work-related injuries

Employment Specialist, Passages, Inc., Columbia City, IN, August 1994 through March 1995

- Job coach services for developmentally-disabled and industrially-injured adults
- Job development services

Staff Nurse, Hammond-Whiting Care Center, Whiting, IN, September 1993 through May 1994

- Administer medications, chart patient status, implement physicians orders
- Patient care, including vital signs, sterile treatments, tube feedings, injections
- Supervise CNAs and QMAs

Staff Nurse, Community Care Center, Columbus, IN, January
1993 through July 1993

- Administer medications, chart patient status, physicians orders
- Patient care, including vital signs, sterile treatments, tube feedings, injections

PROFESSIONAL ORGANIZATIONS

- National Association of Occupational Health Professionals
- Jefferson County Area Safety Network
- Wisconsin Council of Safety
- National Safety Council

ACTIVITIES AND INTERESTS

- Mrs. Congeniality 2006, Mrs. Boone County contest
- Hattie B. Stokes PTO President
- Lighthouse Seekers Leadership, First Presbyterian Church, Lebanon, IN
- Back to the Fifties Committee - Children's Fun Park Chair
- Symphony at Sunset Board
- MOPS (Mothers of Preschoolers) leadership
- Moms In Touch
- LEF Follies
- Red Cross volunteer
- Boone County Health Department volunteer
- Sigma Kappa sorority vice president, Indiana State University, 1989-90

REFERENCES

Wendy Krueger
Watertown Area Health Services
125 Hospital Drive
Watertown, WI 53098
(920) 262-4220

Janet Landon
716 N East Street
Lebanon, IN 46052
(765) 482-4650

Amy L. Reinhardt

1612 Gibson Drive
Lebanon, Indiana 46052
Email: Timreinhardt@sbcglobal.net

Home 765-483-1617
Cellular 317-373-8000

Recent Employment History

Boone County Superior Court I

2005-2010

Court Reporter; Senior Court Reporter 2008-2010

- Record court proceedings and maintain recordings.
- Maintain electronic chronological case summary for all cases.
- Prepare correspondence and orders for Judge as directed.
- Maintain physical court files.
- Maintain exhibits entered into evidence.
- As Adoption Clerk initiate and maintain adoption case files.
- Transcribe hearings as requested

Alpha Xi Delta Fraternity Headquarters

1995-2005

Operations Manager; Alumnae Services Coordinator;

- Managed in-house merchandise inventory and order fulfillment.
- Managed shipping and mail processing including semi-annual mailings; convention shipments and meeting materials as well as day-to-day operations.
- Planned and executed national volunteer training meeting and regional training meetings.
- Supervised building maintenance, service contracts and major equipment maintenance and purchases.
- Served as Headquarters Liaison to National Archivist.
- Catalogued and performed initial preservation and restoration work on items donated to the Fraternity Archives.
- Developed and oversaw professional and social networking database of alumnae members.
- Supervised redesign of Alumnae recognition jewelry.

Gamma Sigma Alpha, National Greek Honorary

2000-2004

Consultant

- Maintained traveling displays to be used at regional and national meetings.
- Supervised design and updates of new and existing displays.
- Maintained promotional materials to be included in displays.

Education

Butler University
Bachelor of Arts in History-Political Science

Indianapolis, IN
May 1993

Timothy J. Reinhardt

1612 Gibson Drive
Lebanon, Indiana 46052
Email: Timreinhardt@sbcglobal.net

Home 765-483-1617
Cellular 317-439-3118

Recent Employment History

Delta Faucet Company 1996-2010

Product Service Representative 1997-2010

- Worked on teams to help identify possible issues during the new product development phase.
- Assisted consumers, plumbers, and reps in resolving issues with their faucets.
- Worked on a Kaizan team focusing on reduction of no-charge product ordered through our consumer assistance line.
- Researched potential causes to consumer problems to find root cause to prevent reoccurrence of similar issues.
- Worked with various departments to provide effective resolutions to customer issues.
- Liaison between the consumer assistance line (call center) and Delta Faucet including querying their database and our databases for identifying areas where they could be more productive, and giving guidance on staffing requirements and training them on quality-related issues.
- Assisted in the development and maintenance of Delta's field trial database.

Customer Service Representative 1996-1997

- Assisted stores in placing orders and issued credits for returns.
- Provided pricing and appropriate discounts for orders, and assisted in the tracking of orders and shipments for customers.

Office Team 1996

- Various office support roles.

Revco Drug Stores 1995

Assistant Manager

Other Activities

Boone County Sheriff's Citizen Academy June 2010

Toastmasters International 2003-2009

Polished Brash Toastmasters

- Former Vice President of Education

Cub Scout Pack 370 2004-2007

Den Leader and Committee member

Lebanon Youth Soccer 1999-2001, 2004, 2005
Coach

Education

Butler University
Bachelor of Arts in Sociology

Indianapolis, IN
May 1995

St. Louis Community College
Associate of Arts

St. Louis, MO
May 1992

References

Bob Heiskell

Senior Staff Engineer - Delta Faucet Company
317-848-1812

Dick Hovermale

Director of Customer Service - Indianapolis Power and Light
317-261-5134

Russ Van Atter

Pack Trainer, Pack 370
765-4839893

Ora A. Kincaid III

Retired Judge
765-482-4819

Marti Stumpp
407 N. Clark St.
Lebanon, IN 46052

Qualifications:

Class B CDL with Public Passenger, Air Brakes, Tanker endorsements.

Employment:

2005 to present	Stumpp Enterprises 407 N. Clark St. Lebanon, IN 46052	Self Employed Transport Driver	Transport vehicles to various destinations in the country, keep log, conduct pre-trip & post trip inspections.
2000 to 2005	Greyhound Lines 350 N. St. Paul Dallas, TX 75201	Driver	Drive bus, load passengers, collect tickets, keep log conduct pre-trip & post trip inspections, keep time schedule.
1999 to 2000	ATE/Ryder 5301 Massachusetts Ave. Indianapolis, IN 46218	Driver	Drive bus, pick up passengers, collect fares, conduct pre-trip & post trip inspections, keep time schedule.
1994 to 1999	Inland Paperboard and Packaging 7536 Miles Dr. Indianapolis, IN 46231	Graphics Technician	Keep ink viscosity, run various positions on press, clean press, mount printing plates
1991 to 1994	Thermo Graphics Indianapolis, IN	Print Shop	Print business cards, slit cards, prepare product for mailing, deliver products to customers.
1984 to 1991	Bramec Corporation P.O. Box 9 North Sioux City, SD 46750	Print Shop	Strip negatives, proof read, run printing press, collate catalogs, prepare catalogs for mail, order paper.

Attachment 2. Head of School/Principal Candidate Information

Not applicable. As explained in the proposal narrative, we have not filled this position. The qualifications and timeline are explained in the narrative.

Attachment 3. School Administrator Information

Not applicable. As explained in the proposal narrative, we have not filled this position. The qualifications and timeline are explained in the narrative.

4. Course Scope and Sequence

Following is information from Calvert that shows the course scope and sequence, course outcomes, and a letter from Calvert pertaining to Indiana Academic Standards and Common Core Standards.

	PK	K	1	2	3
READING / PHONICS / LITERATURE	Reading readiness; associating ideas and logical sequence; auditory discrimination of letters; rhyming words, story telling, and comprehension skills; memory, similarities, and differences; motor control	Continued emphasis consonants and short vowels in phonics; integration of pre-primer and primer Dolch words for Kindergarten; sequencing events; retelling and reenactment of stories; use of webs and KWL charts as graphic organizers; classifying; rhyming; recognizing predictable patterns in stories; reading little story books	The decoding process; word analysis techniques, long vowels, digraphs, consonant clusters, vowel pairs, blends, r-controlled vowels, compound words, synonyms, antonyms, base words, prefixes, suffixes, syllables, possessives, abbreviations, and contractions; developing comprehension skills and reading fluency through consistent, controlled vocabulary used in appealing anthologies and phonics library book of stories	Reviewing word analysis techniques, long vowels, digraphs, consonant clusters, vowel pairs, blends, and r-controlled vowels; developing comprehension skills; building strategies for comparing, contrasting, predicting, inferring, and drawing conclusions; identifying cause and effect; summarizing; recognizing topics, main ideas, and details; reading appealing anthologies and phonics library book of stories; developing critical thinking skills	Reviewing phonics skills, structural analysis, syllabication, irregular plurals, suffixes, prefixes, possessives; reinforcing skills with anthologies, <i>Reader's Library, Smiling Hill Farm</i> ; identifying main ideas; drawing conclusions; making inferences; differentiating between fact & opinion; making generalizations; predicting outcomes; expanding long & short vowel sounds; beginning & ending sounds; prefixes & suffixes; diphthongs; plurals, combinations, blends, and digraphs
SPELLING / VOCABULARY	Building vocabulary	Identifying word beginnings and endings; controlled vocabulary of short vowel words; key words	Spelling lists correlated with phonics skills of reading program; variety of practice techniques for mastering skills	Weekly spelling lists and tests; short and long vowel patterns; common sight words	Text based on research studies of most commonly misspelled words; integration of spelling, phonics, vocabulary studies, and writing; correct spelling reinforced through spelling practice list and exercises; cross-curricular words used as spelling words and enrichment; five-day routine for each chapter, including pretests and posttests
WRITING / COMPOSITION	Visual discrimination of letters; "storytelling"; motor control	Developing fine motor control; printing letters, words, and simple sentences; generate writing ideas through discussion; organize and group related ideas	Cursive handwriting (Calvert Script); emphasizing simple lines and legibility; strengthening fine motor skills; attention to detail; forming letters, words, and simple sentences	Practicing cursive to reinforce learning to read; writing dictated words and sentences; writing compositions; practicing spelling and vocabulary; rules of punctuation	Developing organized writing skills; completing four lessons each week; building skills in basic grammar, implementation, correction, letter writing, and journaling
GRAMMAR	Developing oral expression	Developing oral expression; constructing asking and telling sentences; recite short poems, songs, and nursery rhymes	Types of nouns; verbs; pronouns; present and past tense; types of sentences (asking, telling, exclamations); sentence structure; paragraph format; capitalization and punctuation	Nouns, verbs, and adjectives; pronouns; proper and plural nouns; possessives; present and past tense; capitalization and punctuation; sentence structure; paragraph development	Matching subject and verb; recognizing subject and predicate; use of adverbs and adjectives; coordinating conjunctions; use of superlative and comparative forms of adjectives; punctuation skills
MATHEMATICS	Number readiness; recognizing and writing numerals; basic math vocabulary; shapes; number ideas from 1 to 10; matching and sets; following patterns; simple measurements; money	Number ideas from 1 to 31; patterns, shapes, and understanding data from pictures; properties of addition and subtraction; problem solving; graphing; ordering numbers; matching sets; probability	Using numbers to 100; simple fractions; solid and plane shapes; money and equivalent amounts; fact families; measuring; adding and subtracting 2-digit numbers	Adding and subtracting 2- and 3-digit numbers; money; patterns in addition, subtraction; measuring weight, capacity, temperature; perimeter, area, volume readiness; problem-solving strategies; telling time in 5-minute increments; 2- and 3-dimensional geometric figures; fractions, sets, probability; introducing multiplication and division	Addition, subtraction, multiplication, and division; reading, writing numbers with place values through 100,000; comparing, adding, and subtracting fractions and decimals; equivalent fractions; decimals to hundredths; pictographs; bar graphs; coordinate points on grid; tree diagrams; rounding; word problems; Roman numerals; regrouping in addition and subtraction
SCIENCE	Seasons; farm animals; pets; senses; growth and change	Seasons; five senses; space; differences among land air, and water; weather; plants and animals; natural resources	Studying trees; the sky, matter; forces; living things; growth and change	Developing natural curiosity; questioning, investigating, and experimenting; studying changes in animals, plants, Earth, and the environment; sound; light; measuring; human growth; health; heat, air, and weather; the Sun; forces and machines	Living things; work and machines; matter and energy; Sun and planets; changing Earth; staying healthy
POETRY	Hearing selected children's stories, poems, and finger plays	Enjoying and memorizing poems, rhymes, traditional children's songs, and finger plays	Memorizing and appreciating	Enjoying sounds and meanings; developing memorizing skills	Memorizing; reading
HISTORY / SOCIAL STUDIES	National heroes	Famous people; events; holidays; safety; transportation	Five themes of geography; four directions; maps, symbols, and map keys; globes; movement; physical and human features of a place; oceans and continents; timelines; biographies of well-known explorers, pioneers, inventors, and political figures; stories about well-known events, such as the first Thanksgiving and the signing of the Declaration of Independence; slavery and the Civil War; immigration; rules and sportsmanship; government, voting, and civics; goods and services; needs and wants; work; technology and change	Calendar, timelines; five themes of geography; study of land and water forms; cardinal directions, maps, map keys; globes; relative and exact location, boundaries, inset maps, regions; historical resources; explorers; historical events, such as the Louisiana Purchase, War of 1812, and The Alamo; slavery and the Civil War; biographies of well-known figures and their contribution to society, such as George Washington Carver, Albert Einstein, Bill Gates, and Martin Luther King Jr.; citizenship, leadership; American symbols, landmarks; consumers, producers, work, natural resources; technological advancements	Reading biographies of famous people; understanding myths and legends of Greece as foundation for literature appreciation
GEOGRAPHY	Where people live; families	Geography: Where people live; communities; states and the products they are known for; families; communities; community helpers; farms	Geography: Where people live; communities; states and the products they are known for; families; communities; community helpers; farms	Geography: Where people live; communities; states and the products they are known for; families; communities; community helpers; farms	Identifying hemispheres, continents, and oceans; strengthening map skills; understanding symbols, graphs, longitude, and latitude
ART	Modeling with clay; gluing; making musical instruments; splatter painting; baking; braiding; folding	Painting; drawing with crayons and chalk; clay and craft activities	Developing creativity and motor skills	Developing new skills in drawing; studying famous paintings	Learning techniques in drawing, perspective, and color
TECHNOLOGY		Application lessons, activities, and online interactive learning tool integrated with curriculum: keyboard and mouse basics; parts of a computer; introduction to word processing; beginning graphics skills	Application lessons, activities, and online interactive learning tool integrated with curriculum: beginning keyboarding; creating and formatting word processing documents; computer parts and navigation; developing graphics skills; visual mapping basics	Application lessons, activities, and online interactive learning tool integrated with curriculum: keyboarding; introduction to touch typing; word processing basics; introduction to spreadsheets; using e-mail and the Internet; beginning database skills; visual mapping	Application lessons, activities, and online interactive learning tool integrated with curriculum: developing keyboarding, touch typing, and word processing skills; spreadsheet basics; graphing in spreadsheets; e-mail, Internet use; database searches; visual mapping; presentation software basics



CALVERT

Education Services, LLC

October, 2011

Re: Calvert Curriculum Alignment to Indiana State Standards

During 2009, Calvert Education Services, LLC (CES) contracted with Academic Benchmarks to conduct correlations of the Calvert curriculum objectives to each state's most current content standards. The main purpose of engaging in this study was to inform the curriculum development process. CES was interested in determining how well the Calvert curriculum is aligned to each state's standards, to establish where there is common alignment across the states, and where there may be gaps. Where common gaps may be found, Calvert curriculum developers have been working to fill those gaps as curriculum is revised.

The alignment process started with CES extracting the lesson objectives. After a series of calibration exercises to maximize accuracy, Academic Benchmarks then correlated the Calvert objectives to the standards in each of the 50 states. The correlations are automatically updated as state standards are updated.

Calvert curriculum in Kindergarten through Grade 8 is very well aligned to Indiana State Standards in Reading, Math, Science, and Social Studies. CES is comfortable acknowledging that the curriculum is most likely even better aligned than the Academic Benchmarks documents indicate.

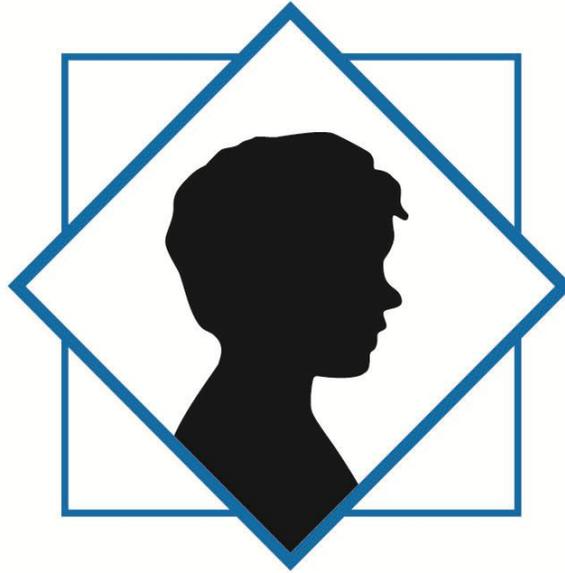
Most objectives are covered in more than one lesson, and often a lesson covers more than one objective. Calvert lessons often cover more skills and content than are included in the stated objectives. Some processes such as reading independently, estimation, reading comprehension strategies, and oral discussion are included throughout the courses, and objectives are not always written to address them.

Because of Calvert's philosophy of subject integration, one will find that some standards indicators are addressed in other subject areas, such as reading and using text features in the Social Studies textbook or using tables and graphs in science lab data collection and analysis. Media and technology literacy are often included in Computer Skills and Applications lessons that are integrated into other content for authentic application.

The Calvert program uses a comprehensive mastery learning spiral approach for skill development that advances in complexity and difficulty with each grade level with new skills being layered on as appropriate. For this reason, CES asked Academic Benchmarks to correlate one grade up and one grade back to show the progression of skills. This information indicates that students who are able to function in a grade level higher than their enrolled grade will still be able to show proficiency at their enrolled grade level. In general, this is true for the CES/Indiana state alignment.

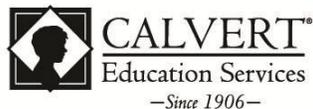
The Middle School Science program is now available to schools in modular units, so that the science curriculum can be customized to better meet each state's standards.

CES is currently analyzing the Reading, Language Arts, and Math curricula with respect to Common Core Standards (CCS). CES's goal is to have these areas of the curriculum totally aligned to CCS by Fall of 2013.



Kindergarten Course Outline

0810



*10713 Gilroy Rd., Suite B
 Hunt Valley, MD 21031
 410-785-3400
 410-785-3418 fax*

The Plan of the Kindergarten Course

The following is a suggested daily schedule. Although each subject should be studied in its designated order, it is important to adapt the schedule and pace to meet your student's individual needs. Students who are 4 1/2–6 years old are varied in their needs and abilities, so you can expect to make daily adjustments.

This course may be started at any time of the year, but holiday materials are scheduled for lessons started in September. There are 160 numbered lessons. Following each twentieth lesson is a detailed Progress Sheet for use by a family enrolled in the Advisory Teaching Service.

The following is a *suggested* daily schedule with the understanding that the time spend and activities chosen should be adjusted to fit the student. Students develop computer skills with technology instruction that is integrated into their daily lessons.

Kindergarten Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 9:15	Opening				
9:15 – 9:40	Discussion				
9:40 – 10:40	Mathematics (included in separate manual)				
10:40 – 11:00	Recess/Physical Activity				
11:00 – 12:00	Language Arts*				
12:00 – 12:30	Lunch				
12:30 – 1:10	Language Arts*				
1:10 – 1:30	Recess/Physical Activity				
1:30 – 2:10	Arts & Crafts	Science	The Music Break	Science	Arts & Crafts
2:10 – 3:00	Games and Activities				
* Language Arts includes: Reading Comprehension, Reading Readiness, Phonics, Phonemic Awareness, Fluency, Vocabulary, and Writing					



Overview of the Course

Kindergarten is a prepared course of educational work and play for the child of kindergarten age, five to six years old. The program has been specifically written for a child who has already completed some readiness activities in reading and mathematics. The student should be able to recognize the letters of the alphabet before beginning Kindergarten. Since this course teaches beginning, basic reading skills, it is best suited for the young child who shows an interest and curiosity in the printed word. The strong emphasis on phonics will help your student learn beginning and ending consonant sounds and short vowels. He will then use his acquired phonics skills to read the simple, controlled vocabulary words in this course as well as the skills necessary to read a variety of stories from the *Phonics Library*, *Word and Picture Book*, and nineteen Early Phonics Storybooks.

Progress reports after every twenty lessons help the Learning Guide and Advisory Teacher (optional) assess the student's developing skills. A student who is enrolled in the Advisory Teaching Service and completes the entire course earns a completion certificate. Grades are not given in Kindergarten.

Standard Course Materials

Books

Lesson Manual

Activity Pages

Teacher Aids

- Picture Cards
- Sliders
- The Music Break
- Letter and Number Recognition

Letters & Words

- Letter Cards
- Alphafriend Cards
- Word Cards
- Printing Practice

Poems & Prose

Read-aloud Books (30)

- *Aaron and Gayla's Alphabet Book*
- *All to Build a Snowman*
- *Benny's Pennies*
- *Chicken Soup with Rice*
- *Cows in the Kitchen*
- *Feast For 10*
- *Feathers for Lunch*
- *Friends at School*

- *In the Big Blue Sea*

- *I Went Walking*

- *Jonathan and His Mommy*

- *Kevin and His Dad*

- *Mice Squeak, We Speak*

- *Mouse's Birthday*

- *Mrs. McNosh Hangs Up Her Wash*

- *My Dad and I*

- *Now I'm Big*

- *Run Away!*

- *Shoes From Grandpa*

- *Splash!*

- *Spring Is Here*

- *The Story of Half-Chicken*

- *Ten Little Puppies*

- *Tortillas and Lullabies*

- *Vroom, Chugga, Vroom-Vroom*

- *What Will the Weather Be Like Today?*

- *Wheels Around*

- *The Wheels on the Bus*

- *I Need a Lunch Box*

- *Here Are My Hands*

Practice Book, Volumes 1-2



Early Phonics Storybooks (19)

Word and Picture Book

Phonics Library

Calvert Math Lesson Manual

Calvert Math

***Calvert Math Practice and
Enrichment Workbook***

The Music Break: Disc One

The Music Break: Disc Two

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Progress Sheets (PDF files for download)

Calvert i-Library

BrainPOP Jr®

Supplemental Math Activities

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons

Course Survey

Mathematics

- Add and subtract vertically and in problem situations.
- Compare, classify, and order numbers and objects by size, length, distance, weight, capacity, and other attributes.
- Understand the concepts of fractions including equal parts, halves, and fourths.
- Count and write numbers 0–31.
- Recognize and complete linear patterns and sequences.
- Read, write, and use models to show addition and subtraction expressions and equations.
- Recognize two- and three-dimensional shapes including circle, square, triangle, rectangle, oval, trapezoid, polygon, sphere, cube, cylinder, and cone.
- Recognize transformations, including slides, flips, and turns.
- Recognize and count pennies, nickels, dimes, quarters, and one-dollar bills.
- Add pennies and nickels.
- Tell time to the hour.
- Understand and measure length.
- Understand the concept of probability and predict outcomes.
- Listen for needed facts.
- Solve word problems.

Reading/Language Arts

- Name parts of a book and identify authors and illustrators.
- Recognize text organization and purpose of word spacing.
- Segment, substitute, and blend sounds/letters to read/create words; identify beginning/final consonant, syllables; read/blend words with consonant/short vowel letters.
- Identify consonant/vowels (lower/upercase) in isolation/beginning/ending of words.
- Identify rhythm/patterns through rhyming and expressive language; create rhyming words.



- Match spoken words to print; understand directionality (left to right and top to bottom).
- Recognize/review concepts of print titles, picture clues, authors, illustrators, dedications.
- Identify position words, number/color words, opposites, order words, weather words, names for family members, exact nouns to name clothing, parts of the body, five senses.
- Recognize high-frequency words.
- Recognize, read, and build sentences with common story language.
- Identify events (beginning, middle, end), main characters, setting in a story; summarize/sequence events a story and/or article; identify/describe character traits, realistic elements, problem/solution in stories/articles.
- Retell steps in a process; tell a story using a wordless storybook; give personal responses to a story; use picture clues to gain meaning.
- Distinguish between reality and fantasy.
- Develop comprehension strategies including compare/contrast, categorize, classify, infer, and draw conclusions; predict to aid in comprehension.
- Clarify text through use of questioning; use reading strategy-return sweep.
- Develop independent reading fluency.
- Recognize action words (verbs) and naming words (nouns).
- Use action, naming, and describing words (adjectives).
- Identify and use capital letters at the beginning of a sentence; recognize the use of capital letters to show excitement or importance.
- Identify and use ending punctuation to include periods, question marks, and exclamation points; recognize the purpose of quotation marks; identify sentences by ending punctuation.

Poetry

- Listen to and discuss various poems and prose, including “The Tale of the Three Little Pigs,” “The Farmer in the Dell,” and “Little Miss Muffet”.
- Recite nursery rhymes, including “Mary Had a Little Lamb,” “Mary, Mary Quite Contrary,” and “Hey Diddle, Diddle.”

Composition/Writing

- Participate in shared writing and independent writing activities; writing and/or drawing independently in a journal, copying words or sentences, writing words or sentences.
- Write stories, a poem, a friendly letter, a thank-you note, and a book report.
- Create graphic organizers, e.g., webs, T-charts, and KWL charts.

Handwriting

- Write uppercase and lowercase letters of the alphabet.

Science

- Introduce skills necessary to set foundation leading to experimentation, e.g., inference, observation, and communication.
- Demonstrate measurement skills.
- Introduce different parts of the human body and describe healthy habits, including skin care, nutrition, and emotions/feelings.



- Introduce the five senses—sight, hearing, touch, taste, and smell.
- Discuss how plants and animals are living things.
- Introduce the four seasons and observe changes that occur in each season.
- Discuss space, including the sun, Earth, and stars, and space exploration.
- Develop a concept of weather, including weather tools, sun, wind, and clouds, and create a weather report.
- Explore the properties of land, air, and water, including freezing and melting.
- Introduce concepts of environmental protection and energy conservation.

Games And Activities

- Develop large-motor skills, including hopping, skipping, jumping, and running; practice bouncing, catching, and throwing games.
- Demonstrate baking and cooking skills.
- Dramatize finger plays; practice following direction games, such as “Red Light, Green Light” and “Simon Says.”

The Music Break

- Listen to and sing patriotic, marching, and holiday songs, including “You’re a Grand Old Flag,” “The Star-Spangled Banner,” “Jingle Bells.”
- Listen to and sing activity songs, including “Twinkle, Twinkle Little Star,” “The Alphabet Song,” and “Teddy Bear.”
- Discussion/Social Studies.
- Demonstrate independence in dressing, e.g., lacing, buttoning, zipping, and tying shoes.
- Identify colors.
- Discuss the family and being special and unique.
- Recognize issues relating to safety, including fire, poison, strangers, and sun.
- Identify community helpers.
- Identify holidays and discuss the first Thanksgiving.
- Identify famous people including Dr. Martin Luther King Jr., U.S. presidents, Native Americans, and Pilgrims.
- View map of the neighborhood.
- Name buildings found in cities and animals and buildings in the country; contrast country life to city life; discuss neighborhood and farms.
- Identify sources of grocery items.
- Discuss forms of transportation.

Arts & Crafts

- Develop fine-motor skills by drawing, painting, coloring, cutting, and pasting.
- Drawing, painting, coloring with crayons and watercolors; pasting, cutting.
- Modeling with clay, play dough, papier-mâché.
- Weaving, sewing, baking.



Computer Skills

- Identify computer parts, e.g., processor, mouse, monitor, speakers, keyboard, and printer.
- Create new files, open existing files, and save changes to files.
- Identify program desktop icons.
- List the rules for using a computer safely.
- Learn basics of computer graphics software, e.g., brushes, lines, shapes and fills.
- Use computer keyboard to type letters A–Z, numbers, and symbols.
- Use a computer to create booklets and other simple publications.





First Grade Course Outline

0810



*10713 Gilroy Rd., Suite B
Hunt Valley, MD 21031
410-785-3400
410-785-3418 fax*

The Plan of the First Grade Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances. Students develop computer skills with technology instruction that is integrated into their daily lessons.

First Grade Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00–10:00	Mathematics (included in separate manual)				
10:00–11:00	Reading				
11:00–11:20	Recess/Physical Activity				
11:20–12:10	Reading/Writing*				
12:10–12:40	Lunch				
12:40–1:00	Spelling				
1:00–1:20	Recess/Physical Activity				
1:20–2:10	Science	Social Studies	Science	Social Studies	Science
2:10–3:00	General Information, Games and Activities, and Stories and Verses				
* Writing begins in Lesson 81, and continues through Lesson 160.					



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

Reading Work Pages

Reading Word Cards

Stories and Longer Verses

Here We Go!

Let's Be Friends

Surprises

Wonders

Treasures

Red Robin, Fly Up!

Phonics Library

Calvert Speller

Writing Fun

Explore Your World I

Maps·Globes·Graphs (Level A)

Science: A Closer Look

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP Jr[®]

Supplemental Math Activities

Calvert Math e-Textbook

Science: A Closer Look e-Textbook

Science: A Closer Look Activities e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech[®] Online Lessons

Course Survey

MATHEMATICS

- Use strategies to add three addends and two-digit numbers with regrouping; subtract two-digit numbers without regrouping.
- Recall addition and subtraction facts.
- Round to the nearest ten.
- Compare numbers through 999.
- Identify equal parts of a whole including halves, thirds, and fourths.
- Add and subtract fractions with equal denominators.
- Count and write numbers through 100; skip count by fives and twos; use ordinal numbers from first to tenth.
- Identify and extend patterns.
- Write and solve addition and subtraction problems.



- Illustrate the commutative property.
- Recognize, compare, sort, and classify shapes including circles, squares, triangles, rectangles, ovals, trapezoids, spheres, cubes, cylinders, cones, rectangular solids, and pyramids; classify two-dimensional shapes as polygons or non-polygons.
- Identify shapes with a line of symmetry.
- Measure length in inches, feet, yards, centimeters, meters, and nonstandard units; estimate weight using ounces and pounds and compare the mass of objects; compare and estimate capacity using cups, pints, quarts, gallons, milliliters, and liters; read and interpret temperature in Celsius and Fahrenheit.
- Find the value of bills and coins to \$5.00 and add cents.
- Estimate time in hours, days, or weeks; tell time to the hour and half hour; name and order the days of the week and months of the year and use a calendar.
- Collect and record data in bar graphs and pictographs; read and interpret tables, bar graphs, and pictographs.
- Classify events as certain, possible, impossible, more likely, and less likely.
- List combinations.
- Use problem-solving techniques including drawing pictures, charts, tables, models, logical thinking, and identifying needed information and operations.
- Communicate mathematical thinking orally and in writing.

READING

- Recognize differences between letters and words; identify rhyming words; recognize rhyme and rhythm.
- Blend, segment, and count phonemes; delete and substitute phonemes—initial, medial, or final; blend sounds in separate syllables and to name a word.
- Recall letters in the alphabet; recognize capital/lowercase letter pairs; consonants/sounds.
- Blend, build, read short/long vowel patterns words (CVC,CVCe,VCCV); blend/read consonant digraphs/consonant blend words (beginning, middle, end); blend/read words with vowel digraphs/r-controlled words/vowel diphthongs, double consonants; blend, read, build base words with endings **-er, -est, -ed, -s, -ing, -es, -ies**.
- Clap out number of syllables in a word.
- Blend and read words with plural endings, possessive endings.
- Associate sounds for soft **g/c** with letters/letter patterns; choose appropriate vowel sound for the letter **y** at the end of a word.
- Break down compound words; identify base words and suffix rule (letter dropped or doubled); apply phonics/decoding strategy to decode text.
- Read/write grade-level appropriate contractions, compound words (up to two syllables), and prefixes (**dis-**, **re-**, **un-**).
- Participate in conversation and choral reading.
- Identify aspects of a conversation.
- Dramatize a fable; role play conflict/resolution.
- Prepare/present spoken directions, oral report.
- Read, listen, and interpret plays, poems, folktales, stories, and cartoons.



- Read informational articles, maps, pictographs, pamphlets, timelines, science charts.
- Read and follow a set of directions/recipe.
- Distinguish nonfiction from fiction; fact from opinion; fantasy from realism.
- Identify similarities and differences, theme, cause and effect, and problem and solution.
- Identify story elements (topic, main ideas, details); sequence, retell, and summarize events in a story; complete story maps.
- Respond to questions about a reading selection using critical thinking skills to compare and contrast, make generalizations, and categorize and classify.
- Compare story structures of two selections.
- Identify and evaluate the author's purpose.
- Develop critical thinking skills such as visualize, predict, infer, summarize, evaluate, and clarify.
- Use graphic organizers, text, pictures, and personal experiences to aid in comprehension.
- Recognize/read high-frequency words in context.
- Identify opposites, days of the week, homographs/homophones, months of the year, colors, position words, family words, sensory words, words and symbols on signs, poetry vocabulary, words related to a city, parts of a bird, math words, animal names and sounds, emotion words, and classroom objects; identify synonyms; add suffixes and prefixes to make new words.
- Read fluently (independently) with expression, adjusting rate.
- Listen for main idea and details, for another person's opinion, for enjoyment.
- Listen for a purpose, for example, to find information, to compare and contrast, to visualize a setting, to create an opinion, to make generalizations, to find out a problem; share an opinion.

SPELLING

- Spell long/short vowel sound (CVC, VCe) , consonant digraphs (**sh, ch**), vowel diphthongs (**oo, oi, ow, ou**), vowel digraphs (**ay, oa, ea, ee**), **r**-controlled vowels (**or, ar**).
- Spell words with suffixes (**-s, -es, -ed, -ing**).
- Recognize spelling errors in simple sentences.
- Recognize and name rhyming words.

POETRY

- Memorize and recite traditional and modern verse, including Mother Goose rhymes.

GRAMMAR

- Arrange words in alphabetical order (by first letter).
- Identify and classify naming words (nouns); identify and write singular and plural nouns; identify, use, and write proper nouns; substitute and match pronouns and nouns.
- Identify verbs (action words); recognize and write present-tense action verbs; identify past-tense action verbs with **-ed** ending.
- Identify describing words (adjectives) that tell color, number, size, and shape; use describing words to complete sentences; state words that describe sound, taste, smell, and feeling.



- Identify and use capital letters at the beginning of a sentence; recognize why specific words begin with capital letters; recognize the use of capital letters to begin the names of people.
- Use ending punctuation including an exclamation point; identify and use punctuation marks; identify correct punctuation for telling and asking sentences.
- Understand the capitalization rule for the word *I*.
- Identify and write complete sentences; identify the naming and action parts of a sentence; identify and write telling and asking sentences.

WRITING

- Participate in shared writing and independent writing activities, including writing words and sentences.
- Contribute sentences for a message, descriptive writing, a newsletter, persuasive message, and diary entry.
- Write sentences, stories, journal entries, poems, topic sentences, paragraphs, a personal narrative, invitation, thank-you note, folktale, literature response, and persuasive message.
- Contribute sentences for a learning log, summary, answers to questions, informational paragraph.
- Brainstorm ideas for the beginning, middle, and end of a story.
- Proofread sentences.
- Publish a selection of original compositions including a story and a personal narrative.

SOCIAL STUDIES

- Discuss Flag Day, July 4th, and Thanksgiving.
- Identify the meaning of the Pledge of Allegiance and the National Anthem.
- Discuss contributions of Christopher Columbus, Daniel Boone, Betsy Ross, Flag Day, Ben Franklin, George Washington, Thomas Edison, Garrett Morgan, the Wright Brothers.
- Explain how Native Americans contributed to American culture.
- Explain how people came to North America; discuss the Louisiana Purchase, slave trade, the Underground Railroad, the Civil War, and President Lincoln.
- Identify human needs and wants, and consider choices between them.
- Discuss the difference between a good and a service; explain how people obtain goods and services.
- Discuss rules and laws, elections, elected officials, voting and government.
- Discuss community.
- Create a timeline of the student's life and family history.
- Identify the five themes of Geography.
- Determine exact location using top, bottom, right, and left.
- Make a map of a room; identify features on a map; identify and locate continents and oceans; distinguish photographs from drawings; construct a map and use map symbols; use cardinal directions to locate places on a map; distinguish land from water on a globe.
- Compare features of city and farm; identify features of a place.
- Explain the difference between goods and services and how people use goods and services; discuss how people, goods, and ideas are moved and have moved over time; explain the production process.



- Compare past and present ways of doing things; identify changes because of science and technology; identify how technology changes the way people live.

SCIENCE

- Identify skills and steps used to investigate, such as observation, comparing, classifying, and communicating.
- Model the steps of the scientific method.
- Use standard methods of measuring length, volume, and mass.
- Use scientific tools, for example, a clock and a thermometer.
- Identify important science safety procedures.
- Explain the function of the different human body systems, for example, skeletal system, muscular system, circulatory system, nervous system, digestive system; identify ways to take care of the body.
- Describe the life cycle of plants and animals, including survival adaptations.
- Identify different animal habitats.
- Describe the changes that occur during the four seasons.
- Explain the sun's importance for life on Earth.
- Define weather and temperature and the effects weather has on animals and plants.
- Identify the composition of Earth's surface and identify differences between bodies of water.
- Describe and compare the properties of matter, including solids, liquids, and gases.
- Prepare mixtures of different solids and liquids.
- Introduce simple machines, magnets, and energy sources.
- Explore ways to conserve resources by reusing, recycling, and reducing.

HANDWRITING

- Demonstrate the proper writing position.
- Review writing uppercase and lowercase letters of the alphabet.
- Practice writing Calvert Script (cursive).

GAMES AND ACTIVITIES

- Develop large and fine motor skills through activities including finger play, story dramatization, "May I?" game, and creating objects such as pinwheels, hats, and string compasses.

COMPUTER SKILLS

- Review computer parts and elements of data storage.
- Review skills needed to create new files, open existing files, and save changes to files.
- Delete files using the computer desktop trash can or recycle bin.
- Develop ergonomically healthy computer habits.
- Create illustrations with computer graphics software programs.
- Review letters, numbers and symbols.
- Type and format words, sentences, letters, stories, dramatic scripts, paragraphs, and other short documents.



- Use basic desktop publishing tools, for example, a scanner and a digital camera, to create illustrated booklets, flyers, journals, menus, and other simple publications.
- Use visual mapping software to design and create illustrated diagrams that organize information.
- Locate information on the Internet using child-friendly search engines and Web guides, compose, type, and send short e-mail messages.





Second Grade Course Outline

0810



*10713 Gilroy Rd., Suite B
 Hunt Valley, MD 21031
 410-785-3400
 410-785-3418 fax*

The Plan of the Second Grade Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances. Students develop computer skills with technology instruction that is integrated into their daily lessons.

Second Grade Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 10:00	Mathematics (included in separate manual)				
10:00 – 11:00	Reading				
11:00 – 11:20	Recess/Physical Activity				
11:20 – 11:45	Spelling				
11:45 – 12:15	Lunch				
12:15 – 1:05	Composition				
1:05 – 1:25	Recess/Physical Activity				
1:25 – 2:10	Art	Science	Poetry	Science	Picture Study
2:10 – 3:00	Review and Corrections	Social Studies	Review and Corrections	Social Studies	Review and Corrections



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

Reading Workbook

Reading: Adventures

Reading: Delights

Reading: Phonics Library Blackline Masters

Rhymes and Verses

Calvert Writer with Spelling

Explore Your World II

Maps•Globes•Graphs (Level B)

Science: A Closer Look

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment

Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP Jr[®]

Calvert Mastery Series: Online Spelling Program

Supplemental Math Activities

Calvert Math e-Textbook

Science: A Closer Look e-Textbook

Science: A Closer Look Activities e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech[®] Online Lessons

Course Survey

MATHEMATICS

- Estimate and find sums and differences of three-digit numbers with regrouping.
- Demonstrate the principles of multiplication and division.
- Round numbers to the nearest ten and hundred.
- Compare and order fractions and whole numbers through 9,999.
- Represent fractions, including halves, thirds, fourths, fifths, sixths, eighths, and tenths.
- Identify even and odd numbers.
- Compare addition expressions using greater than, less than, or equal to.
- Identify and use the Commutative Property of Addition and Commutative Property of Multiplication; identify and use the Associative Property of Addition and Zero Property of Addition.
- Identify plane figures and their sides and vertices and solid shapes and their faces and vertices; combine and subdivide shapes to make another shape.
- Identify congruent and noncongruent figures.
- Identify and draw lines of symmetry.
- Identify and graph points on a coordinate grid.
- Estimate and measure lengths in nonstandard units, inches, feet, yards, centimeters, and meters; compare, estimate, and measure weight in pounds and ounces; estimate mass in



grams and kilograms; compare, measure, and analyze capacity; measure temperature in Fahrenheit and Celsius and choose the best estimate of temperature.

- Find perimeter, area, and volume by adding and counting.
- Count, compare, add, and subtract money amounts through ten-dollar bills; make change up to one dollar; use money symbols.
- Tell time to the hour, half hour, quarter hour, and five minutes; determine elapsed time and analyze change over time.
- Gather, organize, and analyze data; read, make, and interpret bar graphs and pictographs.
- Make predictions about the likelihood of events based on data.
- Use problem-solving techniques including finding patterns, identifying needed information, drawing pictures, using models, estimating, using charts, using the four-step plan, and working backward.

READING

- Identify chapter titles and headings; identify parts of a books and newspapers.
- Segment, substitute, isolate, and blend phonemes; segment and substitute syllables; identify rhyming words, long and short vowel sounds, and open and closed syllables.
- Identify/read words with one or more syllables, short/long vowels, vowel/consonant blends, digraphs, diphthongs, **r**-controlled vowels, silent letters, and hard/soft **g/c**; review the schwa sound.
- Read/write words with consonant clusters/double consonants; alphabetize words to the third letter.
- Read, write, and identify base words in words with **-s**, **-ed**, **-ing**, **-ly**, **-ful**; identify spelling changes to base words when **-er** and **-est** are added; read, write, and divide into syllables in words ending in **-tion** and **-ture**; read and write words containing **-s**, **-es**, and **-ies**, two-syllables with **-le** ending, ending in **y**/long **e** sound, prefix **un-**.
- Identify closed syllables and shorter words within compound words; recognize base word and suffix; recognize and read contractions; give a persuasive talk.
- Recite poetry; identify/present a choral retelling; act out a scene from a play; tell a story; identify characteristics of a good story teller.
- Conduct an interview to gather information; participate in a conversation and discussion; plan and use visuals to give a presentation; give, interpret, and respond to nonverbal cues.
- Reread to build fluency; adjust rate of reading; read with expression, appropriate volume, rate, pitch.
- Read charts, maps, keys; describe and use a graph for information.
- Find information at the library, on the Internet, in an encyclopedia, and atlas; use a table of contents, index, glossary, dictionary (entry words, guide words), telephone book, calendar, and timeline to find information and interpret the sequence of events.
- Read biography, nonfiction article, script, concert program, newspaper index, and a play.
- Read and follow set of directions, recipe, and steps in a process; read and interpret cartoons, comic strips, and song lyrics; interpret fine art; identify and explain meanings of puns.
- Identify story elements in stories (fable, fantasy, realistic), text organization, key events/elements from a biography; identify and explain story theme, problem, solution, moral



(fable), cause and effect, and patterns.

- Sequence, summarize, and respond to questions about a story.
- Identify elements of poetry and poetic devices, elements of a play.
- Distinguish between fact and opinion.
- Use critical thinking strategies to categorize, classify, make generalizations, infer, draw conclusions, compare and contrast.
- Recognize how an author creates humor; identify, connect and compare authors' viewpoints; give opinions about a character's action in relation to one's own experience; connect and compare character traits; examine a text's illustrations, photos, and captions to understand main ideas.
- Apply phonics and decoding strategies; recognize high frequency and key vocabulary words in isolation and context; words in same word family; idioms; extend vocabulary-content, genre, abbreviations; identify and use homophones, synonyms, antonyms; use context clues to determine meaning; determine definition of word with more than one meaning.
- Use graphic organizers to aid in comprehension—webs, story maps, Venn diagrams, prediction charts, etc.
- Make connections between two stories, between stories and personal experiences.
- Apply test-taking strategies.
- Use the comprehension strategies in order to question, predict, infer, and scan.
- Listen to compare and contrast; make judgments; give, read, and restate directions; apply rules for listening during a discussion; use description to visualize an event.

POETRY

- Read, memorize, and recite traditional and modern poems and prose.

SPELLING

- Spell long/short vowel sound (CVC, VCe, CVVC), consonant clusters (**tr, sw, st, cl, br, gl**), consonant digraphs (**sh, ch, th, wh**), vowel diphthongs (**oo, ow, ou**), vowel digraphs (**ay, ai, oa, ea, ee**), r-controlled vowels (**or, ar, er**), and double consonants (**ll, ff, dd, ss**).
- Spell words with suffixes (**-ed, -ing**).
- Recognize spelling errors in a paragraph.
- Classify spelling words to put them in a group; use context clues to complete a sentence; identify homophones; recognize and name rhyming words.

GRAMMAR

- Identify, write, and use naming words (common nouns); identify and capitalize proper nouns; distinguish between the singular and plural nouns with regular and irregular spellings; identify pronouns and substitute pronouns for nouns; identify and recognize singular, plural, and plural possessive nouns.
- Identify and recognize verbs; use the correct forms of verbs in the present tense; identify verbs in the past tense; identify and write irregular forms of verbs.
- Use adverbs in sentences; identify and classify adjectives including a, an, and the; use adjectives to compare; combine sentences with adjectives.
- Identify and punctuate sentences; write sentences with correct end marks and capitalization;



capitalize declarative sentences and questions correctly; write and punctuate exclamations; capitalize and punctuate people's titles; proofread for capital letters.

- Identify, form, and use complete sentences; identify missing parts of sentences; analyze writing to eliminate sentence fragments; identify and correct run-on sentences by creating two shorter sentences.
- Identify telling (declarative) sentences, exclamations, and questions; identify and give commands; restate declarative sentences as commands.
- Examine sentences for correct subject-verb agreement; use is/are and was/were correctly with singular and plural nouns.

WRITING

- Participate in shared writing and independent writing activities, including writing words and sentences.
- Contribute sentences for a message, descriptive writing, a newsletter, persuasive message, and diary entry.
- Write sentences, stories, journal entries, poems, topic sentences, paragraphs, a personal narrative, invitation, thank-you note, folk tale, literature response, and persuasive message.
- Contribute sentences for a learning log, summary, answers to questions, informational paragraph.
- Brainstorm ideas for the beginning, middle, and end of a story.
- Proofread sentences.
- Publish a selection of original compositions including a story and a personal narrative.

COMPOSITION

- Compose the four types of complete sentences which include statements, questions, exclamations, commands.
- Compose a character sketch, lists, response-journal entries, descriptive paragraphs, stories, poems, a fable, a friendly letter, problem-solution paragraphs, and a personal narrative.
- Create an invitation, an advertisement, persuasive paragraphs, and an opinion paragraph.
- Participate in note-taking; create a learning log.
- Write instructions, a rulebook, biographies, summaries, a comparison/contrast paragraph, explanatory paragraphs, a newspaper article, and a research report.
- Create graphic organizers, including T-charts, KWL charts, lists, Venn diagrams, and webs.
- Proofread, revise, and edit sentences and compositions; improve writing by adding details; add words to make complete sentences; revise writing to write in a personal voice.
- Publish a selection of original compositions including a journal entry, story, poem, descriptive paragraph, friendly letter, advertisement, newspaper article, biography, personal narrative, informational paragraph, summary, and comparison/contrast paragraph.

SOCIAL STUDIES

- Explain the qualities that make a good citizen.
- Explain the problems faced by the Native Americans as the settlers explored and moved



into the American west.

- Discuss the contributions of Einstein, Clara Barton, Charles Lindbergh, and Amelia Earhart.
- Identify national symbols, state symbols, national landmarks; discuss “The Star Spangled Banner.”
- Explain goods and services; explain what a consumer does; explain the production process.
- Describe the first explorations of early European explorers.
- Discuss the Revolutionary War, Louisiana Purchase, and the purchase of Texas.
- Identify days of the week and months of the year; create a timeline of student’s life.
- Identify the five themes of Geography.
- Determine relative location.
- Identify boundary and map key symbols; locate states on a map; read map labels; compare a globe and a map; compare and contrast regions; identify land and water forms.
- Identify features of a neighborhood; identify ways people adapt to their environment; explain how technology changes the way people live.

SCIENCE

- Identify skills and steps used to investigate, for example, investigating, predicting, drawing conclusions, communicating, making models, observation, comparing, and classifying.
- Explain the steps of the scientific method and use measurement skills.
- Recall important science safety procedures.
- Explain the different systems of the human body, for example, skeletal system, muscular system, circulatory system, digestive system and explain healthy living and safety.
- Identify plants and animals as living things that grow, change, and adapt to their environment; explain how plants and animals meet their needs and protect themselves.
- Describe different types of habitats, for example, forest, rain forests, grasslands, desert, ocean, and ponds; compare and contrast a variety of habitats; explain the food web.
- Explain day and night and the reason for seasonal patterns.
- Describe the planets in the solar system and the relationship between the planets and the sun; observe the moon and its phases as it orbits Earth.
- Explain how weather forms; identify and use tools necessary to measure weather and describe temperature, precipitation, and the water cycle.
- Identify and describe various landforms on Earth’s surface; describe and explain development and changes in Earth’s landforms and water.
- Describe rocks and minerals and their uses.
- Describe the water cycle.
- Identify that matter is in different forms, including solid, liquid, and gas, and that these forms can change physically and chemically.
- Explain position and motion and forces that affect them; explain the effects of gravity and friction on motion; explain forms of energy, for example, heat, sound, light, and electricity.
- Identify simple machines and explain their effect on work.
- Describe how people use Earth’s resources and the importance of caring for the natural resources.



ART

- Draw with emphasis on shape, line.
- Paint texture, pattern using watercolors.
- Draw a weather scene, a seasonal scene, a fanciful piece of art using crayons or colored pencils.
- Illustrate a scene using perspective; create three-dimensional art; draw a self-portrait.
- Explore various techniques in painting using watercolors; experiment with mixing primary paint colors to create new colors.
- Interpret, discuss, and analyze famous paintings by Rousseau, Durer, Benson, Hoppner, Van Gogh, Lawrence, Manet, Hokusai, Curry, and Gauguin.
- Understand shape, line, composition, perspective, and pattern.

COMPUTER SKILLS

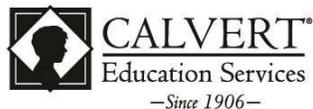
- Review elements of data storage; identify file formats and file extensions.
- Define and describe software and contrast it with hardware; select the appropriate type of software to complete a task.
- Practice safe, secure, and responsible computer use.
- Use correct touch typing techniques.
- Create, save, edit, and print word processing documents.
- Use basic desktop publishing tools and make decisions about layout, size, color, and font to design effective posters and flyers.
- Use visual mapping software to design and create illustrated diagrams that organize information and plan pieces of writing.
- Describe the Internet and the World Wide Web; identify and use Web pages, Web sites, and Web links.
- Locate information using search engines and sending e-mail messages.
- Identify spreadsheets and their purpose; identify and name spreadsheet components, for example, columns, rows, cells, tables, and worksheets; enter and organize data into spreadsheets.
- Identify examples of databases and describe how a particular database is organized; use a database to conduct searches.





Third Grade Course Outline

0810



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 Hunt Valley, MD 21031
 410-785-3400
 410-785-3418 fax*

The Plan of the Third Grade Course

This course may be started at anytime in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances. Students develop computer skills with technology instruction that is integrated into their daily lessons.

Third Grade Suggested Daily Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 10:00	Mathematics (included in separate manual)				
10:00 – 10:40	Science	Mythology (to 119)	Science	Mythology (to 119)	Science
10:40 – 11:00	Recess/Physical Activity				
11:00 – 11:20	Spelling				
11:20 – 12:05	Composition	Geography (to 77) Art	Composition		
12:05 – 12:35	Lunch				
12:35 – 1:05	Phonics				
1:05 – 1:25	Recess/Physical Activity				
1:25 – 2:25	Reading				
2:25 – 3:00	Social Studies	Picture Study or Reading Enrichment	Social Studies	Geography (to 77)	Social Studies
3:00 – 3:30	Study	Study	Study	Reading Enrichment or Study	Poetry



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

Reading: Rewards

Reading: Horizons

Reader's Library

Reading Work Pages

Reading Word Cards

Smiling Hill Farm

Tales from Far and Near and

Tales of Long Ago (one volume)

Critical Thinking (Level C)

Steck-Vaughn Phonics (Level C)

Let's Read a Poem

Everyday Spelling

The Gods of Greece

Maps•Globes•Graphs (Level C)

Communities

McGraw-Hill Science

A Child's Study of Famous Americans

Calvert Math lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP/BrainPOP Jr®

Calvert Mastery Series: Online Spelling Program

Supplemental Math Activities

Calvert Math e-Textbook

Communities e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons

Course Survey

MATHEMATICS

- Use strategies and algorithms to add and subtract whole numbers with regrouping up to 5 digits, decimals, and fractions with like denominators.
- Multiply and divide whole numbers by 1–9 and powers of ten.
- Recall multiplication and division facts through 12×12 and $144 \div 12$.
- Understand division with zero and remainders.
- Identify and use the properties of addition and multiplication.
- Round whole numbers through the ten thousands place.
- Estimate sums, differences, and products by rounding.



- Determine whether an approximate answer is an overestimate or underestimate.
- Identify whether an estimate or an exact answer is appropriate for a problem.
- Relate basic addition, subtraction, multiplication and division facts using fact families.
- Compare and order fractions, decimals, and whole numbers through 999,999 using words and $<$, $>$, and $=$.
- Represent a part of a whole or set in fraction form and find a fractional part of a set.
- Model and use improper fractions and mixed numbers.
- Relate fractions and mixed numbers to decimals by writing tenths and hundredths as fractions and decimals.
- Identify, read, and write numbers in standard form, word form, and expanded form.
- Identify and count by even and odd numbers.
- Analyze the effect that adding, subtracting, and multiplying even and/or odd numbers has on the outcome.
- Represent an unknown quantity in a simple addition, subtraction, or multiplication equation and use the equation to solve a problem.
- Compare expressions using $<$, $>$, and $=$.
- Skip count by 1s, 2s, 3s, 4s, 5s, 10s, 20s, and 100s.
- Identify and design patterns using geometric shapes.
- Identify and name points, lines, line segments, rays, and angles.
- Classify lines and line segments as parallel, perpendicular, and intersecting.
- Determine whether a figure is a polygon.
- Identify and name quadrilaterals, triangles, and three-dimensional figures.
- Identify the specific attributes of a circle.
- Identify congruent and non-congruent figures.
- Determine whether figures are symmetrical and identify lines of symmetry.
- Identify and graph points on a coordinate grid.
- Identify the results of transformations including slides, flips, and turns.
- Use customary and metric units to estimate, measure, and record linear measurement, weight, mass, and capacity.
- Identify the relationships among the inch, foot, yard, and mile, among the centimeter, meter, and kilometer, between meters and yards, between quarts and liters, and between kilograms and pounds.
- Choose the most appropriate unit of measure.
- Read temperature in Fahrenheit and Celsius to the nearest degree.
- Illustrate situations that show change over time.
- Find perimeter, area, and volume.
- Count, compare, add, subtract, and write money amounts using dollar and cent notation.
- Make change up to \$100.
- Solve problems involving earning and spending money.
- Tell time to 5 minutes and to the nearest minute using digital and analog clocks.



- Determine elapsed time using clocks, calendars, and calculating.
- Use A.M. and P.M. and recall equivalencies associated with time.
- Read and write time before and after the hour using standard terminology.
- Relate fractions to time using analog clocks.
- Collect, organize, and analyze data using tally charts and frequency tables.
- Design and interpret line plots, pictographs, and horizontal and vertical bar graphs and compare the benefits of each as representations of a given set of data.
- Find the median, mode, and range of a set of data.
- Determine possible outcomes by conducting experiments, making lists, making tree diagrams, and multiplying.
- Find the probability of an event's outcome.
- Predict whether events are likely, unlikely, certain, or impossible to occur and design a fair and unfair spinner.
- Apply and find rules for function tables.
- Use problem-solving techniques including the four-step plan, drawing a picture, identifying missing or extra information, making a model, acting it out, finding a pattern, tables, charts, logical reasoning, choosing a strategy, and using guess-and-check.
- Communicate mathematical thinking by writing a constructed response.

READING

- Review consonant sounds; recognize medial/final consonant sounds and rhyming word pairs; develop short vowel auditory skills.
- Review and read words with short and long vowel sounds.
- Review syllabication rules; break words into syllables, practice listening for stressed/unstressed syllables; count up to three syllables.
- Read words with three-letter clusters, r-controlled vowels, consonant and vowel blends, digraphs, and diphthongs; read words and syllables containing hard and soft **c** and **g** sounds; classify vowel **y** words according to the sound of **y**; review and recognize letters and sounds with silent consonants; identify schwa sound by letters and sound.
- Review, form, and read words with selected prefixes and suffixes, contractions, compound words, singular and plural possessives; identify base/root words.
- Generate guidelines for effective storytelling; retell a story effectively; read a poem with expression; act out a play.
- Identify parts of an outline.
- Read a biography and identify the main features; read a nonfiction article, a map, map key, science article, diagram, photo essay, and menu; read and interpret a timeline.
- Read and follow a set of directions, a recipe, and steps in a process.
- Read and listen to poems, stories, folktales, fantasy stories, and fables; read a play.
- Read and interpret song lyrics, interpret cartoons and comic strips; interpret fine art.
- Identify and explain meanings of puns.
- Apply prereading techniques, including skim and scan, and monitor and clarify; use illustrations to gain meaning of text; form questions while reading for better understanding.



- Sequence story events; identify topic, main ideas, and details about story and characters; read and summarize to answer comprehension questions.
- Identify story elements, poetry elements and devices.
- Distinguish between fact and opinion and fantasy and realism; understand metaphors; make judgments about story characters, situations, author's viewpoints.
- Use critical thinking skills to draw conclusions, make generalizations, solve analogies, categorize, classify, and compare and contrast.
- Recognize humor and its purpose; identify and evaluate problem and solution, cause and effect, and author's purpose; describe and interpret character feeling.
- Predict, infer, and draw conclusions.
- Use graphic organizers to aid in comprehension.
- Apply test-taking strategies.
- Listen to and follow oral directions.
- Understand multiple meaning of words concept; identify homophones, synonyms, and antonyms; add suffixes and prefixes to make new words; use context clues to determine meaning; identify and explain new vocabulary.
- Review dictionary skills, including using guide words and choosing the correct definition.

SPELLING

- Spell long/short vowel sounds (CVC, CVVC), consonant clusters (**dr, sc, ft, nk**), consonant digraphs (**ch, sh, th, wh**), vowel diphthongs (**oo, oy, oi, au**), r-controlled vowels (**ear, ere, ir, ur, or, er, air**), silent letter combinations (**kn, wr**), double consonants (**ll, dd, mm, ss, bb, tt**).
- Identify and spell prefixes (**un-, re-**) and suffixes (**-ful, -ly, -ness, -er, -or, -ist**).
- Identify compound words, contractions, and homophones.
- Recognize word patterns; classify spelling words to put them in groups; list words in alphabetical order to the third letter.
- Recognize spelling, punctuation, and capitalization errors in written material; recognize syllabication rules; use a dictionary.
- Use context clues to complete a writing assignment.

POETRY

- Read, memorize, and recite free verse and other poems.

GRAMMAR

- Alphabetize letters and words.
- Identify singular and plural common nouns; identify pronouns; identify and use nouns with pronouns; capitalize proper nouns; write the correct form of plural nouns.
- Distinguish between plural and possessive nouns; identify and use singular and plural possessive pronouns.
- Replace adjectives, adverbs, and verbs (and their tenses).
- Use commas.
- Identify and use abbreviations.
- Identify and use quotation marks.
- Edit a paragraph for capitalization and end punctuation.



- Review the four types of sentences.
- Combine sentences using conjunctions, including *and*, *but*, *or*, and *because*; combine sentences with the help of adjectives.
- Rewrite sentences with more exact words to avoid overused words; rewrite long groups of words as two sentences, adding capitals and punctuation.

COMPOSITION

- Compose the four types of complete sentences: statements, questions, exclamations, and commands.
- Compose sentences based upon practice of grammatical rules.
- Compose journal entries, personal narratives, descriptive paragraphs, imaginative descriptive paragraphs, a friendly letter, poems, stories, a riddle, a formal letter, topic sentences, an expository paragraph, and a book report.
- Brainstorm ideas through discussion; compose pieces of writing based upon given prompts; create lists.
- Edit and proofread compositions for spelling, punctuation, and capitalization; self-evaluate writing progress; set writing goals.
- Combine sentences; rewrite run-on sentences.
- Publish a selection of original compositions, including personal narratives, a letter, poems, journal entries, and a story.

SOCIAL STUDIES

- Identify ways to show good citizenship.
- Interpret print material by comparing and contrasting, drawing conclusions, sequencing, summarizing and cause and effect; interpret visuals.
- Identify national symbols and explain their meanings.
- Identify the branches of government; identify role of the state governor; compare the ways people in communities meet their need for government.
- Explain how local government services are financed; identify local government officials and explain how they are chosen.
- Identify government bodies at the local, state, and national levels; distinguish between levels of government.
- Understand the difference between making laws, carrying out laws, and determining if laws have been violated.
- Discuss community and how and why people formed communities; compare and contrast communities in the U.S.; identify and analyze contributions of specific communities in the formation of the U.S.
- Discuss ways that cultural groups are alike and different; discuss ways that cultural groups work together.
- Describe the accomplishments of Christopher Columbus, Ponce de León, Lewis and Clark; describe the exploration of the Americas by Jacques Cartier; compare changes brought about by explorers; discuss the community of St. Augustine; explain the contributions of Lewis and Clark; identify inventors who have developed new technologies.



- Explain the importance of the Declaration of Independence and U.S. Constitution; identify rights guaranteed in the Bill of Rights.
- Compare how people in communities meet their needs for transportation and recreation; explain the difference between wants and needs; identify sources of goods and their distribution, services provided by local governments; identify ways of earning, spending, and saving money; discuss supply and demand; compare ways that people in the local community and global communities have met their communication needs.

GEOGRAPHY

- Read and interpret timelines, line graphs, and a flowchart.
- Identify the five themes of Geography.
- Identify and interpret features of political and physical maps; compare political and physical maps; define and identify the parts of a map; identify intermediate directions; find distance on a map; read and interpret landform and route maps; identify the Equator, the hemispheres, latitude and longitude, and the Prime Meridian.
- Describe the geography of a community.
- Explain how people make choices about goods and services.
- Describe ways that people can conserve resources.

SCIENCE

- Apply skills and steps for scientific inquiry; demonstrate steps of the scientific method.
- Recognize that a variable is a factor in an experiment that can be changed or controlled.
- Apply measurement skills.
- List important science safety procedures.
- Explore the purpose of the skin and its components; identify the immune system as the system that works to fight disease.
- Identify and describe the function of essential nutrients, including carbohydrates, fats, protein, minerals, vitamins, and water; describe the role of each part of the digestive system, including teeth, saliva, epiglottis, stomach and intestines.
- Discuss growth and development of animals; discuss inherited traits and learned traits.
- Compare and contrast plant and animal cells.
- Identify what makes up an ecosystem and the habitats in an ecosystem; distinguish between producers and consumers.
- Identify the relationship between Earth's tilted axis and the seasons.
- Describe the size and other features of the sun, for example, sunspots, coronas, solar flares, and prominences; identify the planets and list the main features.
- Describe how the pull of gravity differs from Earth and another planet or the moon.
- Identify evidence of weathering and erosion.
- Identify hurricanes, earthquakes, landslides, and volcanoes as agents of change.
- Identify three ways rocks are formed; understand that rocks are made of minerals and that rocks lie under all landforms.
- Identify ways to describe matter; distinguish between physical and chemical change.
- Identify types of solutions; identify elements and compounds.



- Identify friction as a force and identify ways that friction can be controlled; explore how work can be made easier through the use of simple machines, including lever, wheels, axles, pulleys, and inclined planes; identify everyday uses of compound machines; explore the strengths of pushes and pulls.
- Explore how the parts of an electrical system are put together in order for the system to work, including describing the use of circuits.
- Define and give examples of renewable and nonrenewable resources; discuss the pollution and conservation of Earth's resources.

ART

- Draw, paint, and color using pencils, colored pencils, crayons, and watercolors.
- Explore effects of warm and cool colors.
- Draw geometric and organic shapes, contour lines based upon organic shapes, a symmetrical vase decorated with a pattern, a face, a landscape, a detailed illustration of a natural object, a self portrait, and a still life.
- Create a rubbing to explore texture, collage, and custom-made colors.
- Sculpt a clay pinch pot.
- Explore various techniques in painting using watercolors.
- Interpret, discuss, and analyze famous paintings by Velásquez, de Hooch, Chardan, Goya, Landseer, Millet, Bonheur, Audubon, Homer, Renoir, and Willcox Smith.
- Understand composition, line, shape (geometric and organic), color, symmetry, pattern, texture, perspective, and scale.

COMPUTER SKILLS

- Review elements of data storage; practice safe, secure, and responsible computer use.
- Select the appropriate type of software to complete a task; categorize and describe software.
- Use keyboarding drills and tests to measure words typed per minute (WPM).
- Use basic desktop publishing tools and make decisions about layout, size, color, and font to design effective posters and flyers.
- Use visual mapping software to design and create illustrated diagrams that organize information and plan pieces of writing.
- Create document outlines using visual mapping software.
- Send e-mail messages to single or multiple recipients; reply to and forward e-mail messages.
- Identify and explain components of computer networks, for example, logging in with user's name and password, URLs, and bookmarks.
- Design spreadsheet tables to organize, display, and analyze data; use spreadsheet features, for example, selecting, deleting, or clearing columns, rows, and ranges of cells, inserting, adding, and resizing rows and columns; conduct ascending and descending data sorts and using summation tools.
- Use a database to conduct searches; locate research materials by using a library database.
- Use presentation software to create and sequence a series of slides; design a slide show for a specific audience, occasion, and purpose; navigate presentation software to display a slide show for an audience while delivering an oral presentation.





Fourth Grade Course Outline Academic

0810



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The Plan of the Fourth Grade Academic Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances.

Fourth Grade Suggested Daily Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 9:50	Mathematics (included in separate manual)				
9:50 – 10:10	Spelling				
10:10 – 10:40	Word Review or Study	Language Usage	Phonics	Language Usage	Science
	Science*				
10:40 – 11:00	Recess				
11:00 – 11:40	History	Geography	History	Science**	History
11:40 – 12:20	Reading	Science	Reading		
12:20 – 1:00	Composition	Reading	Art	Composition	
1:00 – 1:15	Picture Study, Handwriting, Corrections, Study				
<p>* Science is taught in lessons 41, 61, 81, 101, 121, and 141 at this time period. ** Science is taught at lessons 4, 9, 14, 19, 24, 29, 34 and 39 at this time period. NOTE: Students develop computer skills with technology instruction that is integrated into their daily lessons.</p>					



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

Critical Thinking (Level D)

Vocabulary Connections (Level D)

Phonics (Level D)

Famous Legends

Mighty Men

Island of the Blue Dolphins

Robinson Crusoe

Poetry Selections

Everyday Spelling

Grammar & Usage

Maps•Globes•Graphs (Level D)

A Child's History of the World

History Workbook

McGraw-Hill Science

Computer Skills and Applications Manual

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP®

Calvert Mastery Series: Online Spelling Program

Supplemental Math Activities

Calvert Math e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons

Course Survey

MATHEMATICS

- Add and subtract decimals, fractions and mixed numbers with unlike denominators, and whole numbers with more than three digits; multiply and divide multi-digit numbers with regrouping; understand and interpret remainders in the context of problems; estimate quotients using compatible numbers; differentiate between factors and multiples and generate the factors and multiples of a number.
- Round numbers through the millions; estimate sums and differences of whole numbers and mixed numbers; compare and order whole numbers to the millions, fractions with unlike denominators, and decimals.
- Represent sets and numbers as fractions, improper fractions, and mixed numbers.
- Reduce and write fractions in simplest form; relate fractions and mixed numbers to decimals by writing tenths, hundredths, and thousandths as fractions and decimals.
- Introduction to prime numbers.



- Complete function tables and use them to graph a solution set; distinguish between expressions and equations; simplify expressions and solve equations.
- Identify and use properties of addition and multiplication; understand and use the Distributive Property.
- Identify and name points, lines, line segments, planes, intersecting lines, perpendicular and parallel lines, and rays; classify angles; identify polygons based on the number of sides and define and classify quadrilaterals.
- Distinguish between congruent and similar figures; determine whether figures are symmetrical and find lines of symmetry.
- Identify the results of transformations of geometric figures including translations, reflections, and rotations.
- Compare, estimate, measure, record, and add linear measurement, weight, mass, and capacity using customary and metric measurements; read positive and negative changes in temperature in Celsius and Fahrenheit.
- Find perimeter, area, and volume.
- Multiply and divide money and make correct change.
- Tell time and passage of time on digital and analog clocks.
- Introduction to the study of statistics; collect and organize data using tally charts and line plots; understand and find the median, mode, range, and mean of data sets; design and interpret single- and double-bar graphs, line graphs, and stem-and-leaf plots.
- Practice the language of likelihood and find the probability of an event's outcome; count and organize outcomes using tree diagrams; determine the number of outcomes using the counting principle; make predictions of probability based on previous results.
- Use problem-solving techniques.
- Communicate mathematical thinking in writing through constructed response.

READING

- Put words in alphabetical order; identify prefixes.
- Recite a poem from memory.
- Read and review math, science, and social studies textbooks; use text features such as table of contents, side bars, pictures, captions, and glossaries.
- Read classic literature—novels and poetry; read/understand meaning of poems.
- Sequence events; summarize information; identify main idea and analyze supporting details; identify the story mood; identify story moral; analyze characterization and conflict.
- Interpret figurative language, author's craft; distinguish between first and third person point of view, fact and opinion.
- Identify steps in a process; make predictions, draw conclusions, make inferences, and compare and contrast; understand cause and effect.
- Understand compound words; use a dictionary pronunciation key to pronounce words; complete analogies; find synonyms and antonyms; differentiate between multiple meanings of words; identify base words; classify words.



SPELLING

- Spell long/short vowel sound (CVC, VCe, CVVC), consonant clusters/blends (**scr, str, squ, thr**), consonant digraphs (**sh, ch, wh, tch, ph**), vowel diphthongs (**oo, ow, ou, ew**), r-controlled vowels (**or, our, er, ir**), silent letter combinations (**kn, gn, wr, mb, ck**), double consonants (**rr, ff, pp, tt, dd, bb, ss**).
- Identify and spell prefixes (**dis-, in-, mis-, re-**), suffixes (**-ed, -ing, -er, -est, -s, -es, -ful, -ly, -ion, -less, -ment, -ness**), compound words, contractions, homophones, and possessives.
- Recognize word patterns; classify spelling words to put them in groups.
- Use context clues to identify spelling words and complete writing assignments; identify analogies, exaggerations, and rhyming words.
- Recognize spelling, punctuation, and capitalization errors in written material; use a dictionary and a thesaurus; recognize syllabication rules.

POETRY

- Read, memorize and recite poetry from various authors, including Robert Louis Stevenson, Emily Dickinson, Alfred Lord Tennyson, and Lewis Carroll.

GRAMMAR

- Define a noun and nouns that are concepts; identify common and proper nouns; recognize and form irregular plural nouns; define adjectives as words that help to describe noun; review singular and plural possessive nouns.
- Distinguish between an action verb and a being verb; understand the meaning of and identify present and past tense verbs; identify verb phrases and compound verbs in sentences; distinguish between a main verb and a helping verb; recognize and use the past tense of irregular verbs with and without the helping verb *have*.
- Recognize pronouns, subject pronouns, and singular and plural object pronouns; identify pronouns as subject complements; differentiate between contractions and possessive nouns; discuss possessive pronouns.
- Discuss and discriminate between homonyms.
- Recognize adjectives used as subject complements; identify adjectives that modify pronouns; identify and create adjectives from nouns and verbs; understand and utilize comparative and superlative adjectives and adverbs.
- Use correct punctuation to edit run-on sentences, interrogative sentences, and abbreviations; utilize appropriate plural ending for nouns including (**-s, -es, and -ies**); apply the rules of capitalization, commas, quotation marks, apostrophes, and underlining titles of books correctly.
- Identify and write the four types of sentences; distinguish between fragments, run-on, and complete sentences; identify subjects and verbs in asking sentences; recognize that the subject of an imperative sentence is you understood; identify compound subjects and verbs.
- Identify the subject and predicate, including the difference between a complete and simple subject and predicate of a sentence.
- Use varied sentence structure; discuss inverted sentence order.



COMPOSITION

- Use the writing process to develop paragraphs.
- Compose poems, a friendly letter, multi-paragraph compositions, descriptive paragraphs, stories, expository paragraphs, summaries, multi-paragraph expository compositions, and book report.
- Create an advertisement and an opinion paragraph/letter.
- Brainstorm ideas using the 5 Ws.
- Create graphic organizers including web planner, pyramid planner, sequence chains, step-by-step planner, paragraph organizer, story map, outlining.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, figurative language; evaluate compositions for completeness and flow.
- Publish a selection of original compositions including paragraphs, poems, personal narratives, an expository paragraph, descriptive paragraphs, a book report, stories, a letter, and a descriptive essay.

HISTORY

- Explore the Magna Carta, the Declaration of Independence, and the Bill of Rights; identify important sites and events in American history.
- Explore the early Egyptians, the exodus of the Jews, the Greeks, the Babylonians, the caste system in India, the Roman culture and famous Romans, the Golden Age, Pompeii, the development of Christianity, the Middle Ages, the Crusades, trading in Africa, the early exploration of North America, the Reformation, the Glorious Revolution, the French Revolution, the American Revolution, the settlements in North America, the Civil War; the League of Nations, World War I, and World War II.

GEOGRAPHY

- Read and complete a bar graph, circle graph, line graph, time line, and flow chart; compare photograph and map.
- Identify the five themes of Geography.
- Determine relative location using a grid; identify exact location.
- Locate lines of latitude and longitude; identify and label physical features using a relief map; use map scale, estimate distance; equator, prime meridian, Eastern and Western hemispheres.
- Explain the differences between temperature and weather; identify ways that humans interact and adapt to their environment; recognize how climate affects people's lives.
- Identify movement of people, goods, information and ideas.
- Explain how technology has improved people's lives.

SCIENCE

- Apply skills and steps needed for scientific inquiry; demonstrate the steps of the scientific method.
- Apply measurement skills; apply important science safety procedures.
- Describe the structure of the skeletal system and describe the functions of cartilage, ligaments, and joints; compare and contrast voluntary and involuntary muscles.
- Describe how alcohol, tobacco, and drugs can affect a person's health and safety.



- Explore ways that living things can be classified; describe the features of the cells of other organism such as protists, bacteria, fungi, and viruses.
- Create both an animal cell and plant cell model.
- Compare and contrast inherited and learned behaviors.
- Describe the main characteristics of different types of animals, such as mollusks, echinoderms, arthropods, fish, amphibians, reptiles, birds, and mammals; discuss the organ systems of animals.
- Determine the relationship among ecosystems, communities, populations, and habitats; identify the roles of producers, consumers, and decomposers.
- Describe the structure of Earth and distinguish among its crust, mantle, and core.
- Describe how temperature affects precipitation; explore what happens to standing water and the process of evaporation.
- Explore the physical properties of rocks; compare and contrast igneous and sedimentary rocks; identify agents that wear away Earth's surface features.
- Describe matter as anything that takes up space, has mass, and has observable properties, regardless of its state.
- Explore ways to move something using a simple machine; describe simple open and closed electrical circuits.
- Describe a simple electric motor and how it transforms energy into mechanical energy; describe ways that electrical energy can be changed into heat energy, sound energy, mechanical energy, chemical energy, and light energy.
- Explain how water can be polluted, then cleaned for reuse; relate recycling and reusing matter to reduce waste on Earth.

ART

- Create works of art representative of art movements in history.
- Create cave art, Chinese calligraphy, a color wheel, an illuminated manuscript, and an abstract picture.
- Create an underwater scene using a wax resist technique; draw with an emphasis on shape, line, light, and shadow.
- Draw Egyptian pyramids, Greek amphorae, human and animal figures in motion, a still life, a mural, a diagram, and landscapes using primary and secondary colors.
- Paint a portrait; create weaving from paper; design a rug, a mosaic, and a flying machine; explore various techniques in painting using watercolors.
- Interpret, discuss, and analyze famous works of art by ancient Egyptians, art from an illuminated manuscript, painters Piombo, da Vinci, Raphael, Millais, Boughton, Trumbull, and Johnson.
- Understand line, shape, pattern, texture, color, value, symmetry, composition, perspective, and form.

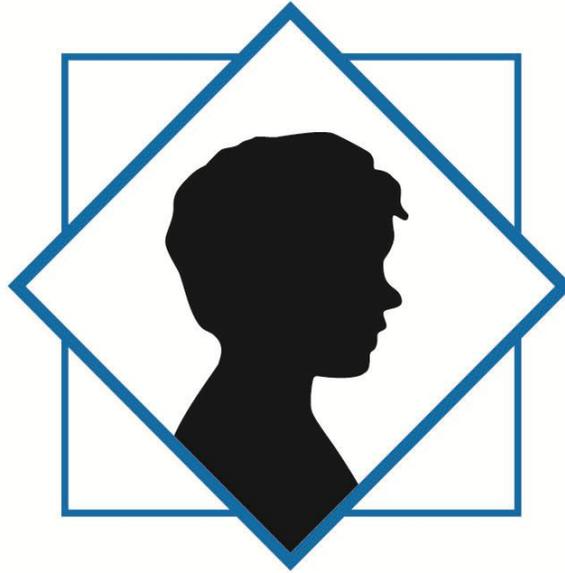
COMPUTER SKILLS

- Use effective page layout design with a word processing document.
- Use visual mapping software.
- Differentiate between an intranet and the Internet; respect the intellectual property of others when using networks or the Internet; log in to sites or accounts with a user name and password.



- Identify parts of an e-mail address and an e-mail message; identify, sort, and delete e-mail messages; use Web browser navigation buttons to browse the Internet efficiently.
- Use spreadsheet features; create different types of graphs, for example, pie charts, bar graphs, and line graph, and determine the best chart to display data.
- Use a database to conduct searches and sorts; locate information in databases.
- Use presentation software to create and design a slide show; incorporate good design principles, for example, layout, color palette, font, as well as organization, and concise text when composing slides; use appropriate clip art or other images into slides.





Fifth Grade Course Outline Academic

0810



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The Plan of the Fifth Grade Academic Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances.

Fifth Grade Suggested Daily Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 – 9:50	Mathematics (included in separate manual)				
9:50 – 10:30	Art History	Language Usage	Science	Language Usage	Science
10:30 – 11:00	History	Geography	History	Geography	History
11:00 – 11:20	Recess				
11:20 – 12:00	Reading				
12:00 – 12:20	Spelling				
12:20 – 1:00	Composition	Art	Composition	Science	Composition



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

Everyday Spelling

A Child's History of Art: Painting

Art Card Portfolio

Critical Thinking (Level E)

Grammar & Usage

Reading Comprehension (Level E)

McGraw-Hill Science

Build Our Nation

American Tall Tales

Call It Courage

Number the Stars

The Secret Garden

Shiloh

The Sign of the Beaver

Sing Down the Moon

Student Atlas

Computer Skills and Applications Manual

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP®

Calvert Mastery Series: Online Spelling Program

Supplemental Math Activities

Calvert Math e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons

Course Survey

MATHEMATICS

- Add and subtract greater numbers, decimals, fractions and mixed numbers with unlike denominators; multiply and divide whole numbers, decimals, fractions, and mixed numbers.
- Introduction to divisibility rules; prime factorization; finding the greatest common factor and least common multiple of a pair of numbers; identify numbers as prime or composite.



- Round whole numbers and decimals; estimate sums, differences, and quotients.
- Compare and order integers, decimals, and fractions.
- Convert between improper fractions and mixed numbers; find simplest form of a fraction.
- Read, write, and simplify rates and find equivalent ratios.
- Find percent of numbers and use percents to solve problems; convert among fractions, decimals, and percents.
- Understand standard and exponential form.
- Complete function tables and graph functions; write and evaluate expressions with variables and use the order of operations to simplify expressions.
- Practice writing equations to solve word problems.
- Identify and use the properties of addition and multiplication and the Distributive Property.
- Identify and name points, lines, line segments, rays, and angles; use parallel lines; classify angles and triangles; determine whether a figure is a polygon; identify polygons by number of sides and name and classify quadrilaterals; find the diameter and radius of a circle; identify three-dimensional figures and their nets.
- Construct circles.
- Identify and describe congruent shapes.
- Identify line symmetry.
- Locate and use ordered pairs.
- Identify and describe results of transformations including translations, reflections, and rotations.
- Estimate, measure, add, and subtract customary and metric units of lengths, mass, and capacity; convert within measurement systems.
- Find the perimeter of polygons and complex figures and the circumference of circles; find the area of triangles, complex figures, and parallelograms; find the volume and surface area of rectangular prisms and cubes; use scale drawings to find missing dimensions within similar figures; find missing angle measures.
- Find elapsed time.
- Make predictions using statistics; collect, organize and analyze data; find mean, median, mode, and distribution of data; design stem-and-leaf plots, single- and double-bar graphs, and histograms; find possible outcomes using tree diagrams and multiplication; find the theoretical and experimental probability of events and make predictions.
- Use problem-solving techniques.

READING

- Recite a poem from memory.
- Read classic literature, including novels and poetry.
- Present an oral report from the research report.
- Read/review math, science, and social studies textbooks.
- Compare and contrast information in an article.
- Use organizational features of texts such as glossaries and subheadings.
- Identify steps in a process.



- Read and identify elements of fantasy and different types of poetry; differentiate between fiction and fantasy.
- Paraphrase, summarize, and outline text to recall, inform, or organize ideas.
- Follow the sequence of a story; recognize and analyze story plot, setting, and problem resolution; identify the main idea/details of a selection.
- Analyze characters, including feelings, traits, motivations, relationships, and changes.
- Identify the mood of a reading selection.
- Interpret figurative language.
- Apply critical thinking strategies to predict and revise outcomes, draw inferences, conclusions, and generalizations; support theses with text evidence and experience; classify information.
- Distinguish fact from opinion; analyze and test generalizations; identify cause and effect and author's purpose and perspective.
- Recognize and follow the steps to judge accuracy in a reading selection.
- Extend awareness of analogies, derivatives (from roots/suffixes); identify synonyms, antonyms, and homonyms, compound word components; use context clues to find word meaning; apply syllabication rules.

SPELLING

- Spell long/short vowel sounds, consonant clusters/blends (**sk, sp, st, ng, nk**), vowel diphthongs (**oi, oy, ow, ou, ew, oo, au**), r-controlled vowels (**ar, ur, our, air, are, ear, eer**), silent letter combinations (**kn, mb, gh**).
- Identify and spell prefixes (**dis-, un-, mid-, pre-**), suffixes (**-s, -es, -ed, -ing, -er, -est, -able, -ible, -ant, -ent, -ous, -ion, -ation**), compound words, contractions, homophones, possessives.
- Classify spelling words to put them in groups; use context clues to identify spelling words and complete writing assignments.
- Identify analogies, inferences, antonyms, synonyms, homographs, alliterations, and rhyming words.
- Use a dictionary and a thesaurus; recognize spelling, punctuation, and capitalization errors in written material; recognize syllabication rules.

GRAMMAR

- Identify action verbs, verbs of being, verb phrases; identify the present, past, and future tense of the verb *to be*; recognize verb tense and phrases; use irregular verbs.
- Identify contractions.
- Identify conjunctions.
- Identify prepositions and prepositional phrases; differentiate between prepositions and adverbs.
- Identify common and proper nouns and articles.
- Identify direct objects and subject complements.
- Identify pronouns including personal, object, subject, indefinite, interrogative, and possessive; use subject pronouns as subject complements; demonstrate the correct usage of subject and object pronouns.



- Construct the possessive of singular and plural nouns. Define and use adjectives and adverbs in writing; identify nouns as adjectives in sentences; distinguish between limiting and demonstrative adjectives; use adjectives as subject complements.
- Demonstrate knowledge of the rules of capitalization and punctuation including question marks, exclamation points, and apostrophes.
- Write conversations with appropriate punctuation.
- Proofread writing for errors in punctuation, capitalization, spelling, and grammar usage.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; identify the parts of a sentence to including simple and complete subjects and predicates.
- Determine if a group of words is a sentence or a fragment; differentiate inverted sentences order from standard sentence order; write sentences in inverted order and identify the subject of the sentence; differentiate between a subject and direct object in a sentence.
- Recognize and write correct usage of negatives in a sentence.
- Identify sentence patterns for verbs of being with subject complements.
- Diagram subjects, verbs, articles, direct objects, subject complements (predicate nominatives), pronouns, and adverbs.

COMPOSITION

- Brainstorm ideas; create graphic organizers including web planner, pyramid planner, sequence chain, story map, Venn diagram, outline, and story board.
- Develop compositions using the writing process including prewriting, drafting, editing, revising, and publishing.
- Compose paragraphs with topic sentences, supporting details, and concluding sentences.
- Compose written pieces two to four paragraphs in length, a friendly letter, personal narrative, poems, and stories.
- Compose expository paragraphs, summaries, multi-paragraph expository compositions, book report, comparison/contrast composition, and research report.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, figurative language; evaluate compositions for completeness and flow.
- Publish a selection of original compositions including a descriptive paragraph, a personal narrative, expository essays, a letter, a descriptive essay, and a research report.

HISTORY

- Compare life in New England, the Middle Colonies, and the South.
- Describe the exploration of the Vikings, Marco Polo, Christopher Columbus, Ponce de León, Pizzaro, and de Soto and the accomplishments of Patrick Henry, Alexander Hamilton, Jefferson, Madison, Sacajawea, Harriet Tubman, Theodore Roosevelt, Lindbergh, Franklin Roosevelt, and John Kennedy.
- Describe the colonies of Roanoke and Jamestown, the Pilgrims and the Puritans.
- Explain the importance of the Declaration of Independence, the Emancipation Proclamation, and the Gettysburg Address. Describe the inventions that changed America including the telegraph, transcontinental railroad, electricity, telephone, and Bessemer process.



- Describe early civilizations in the Americas.
- Describe the removal of Native Americans, the conflict with the settlers moving west, slavery, the Industrial Revolution, the Revolutionary War, the Treaty of Paris, New England towns, the settlement of the Puritans, the French and Indian War, conflict between the English and the Boston Tea Party and the American colonists, the Mexican-American War, the Oregon Trail, the Gold Rush, the War Between the States, the Union and the Confederacy, and Reconstruction.
- Describe western expansion, the Spanish-American War, World War I and World War II, the Holocaust, the Cold War, and NATO.

GEOGRAPHY

- Identify the five themes of Geography.
- Identify physical maps, political maps, resource maps, climate maps, land use maps, time zone maps; identify longitude and latitude, climate, landforms and waterways, equator, Prime Meridian.
- Identify and describe the regions of the Northeast, Southwest, Midwest, and West.
- Identify the landforms, waterways, and resources of Canada, Mexico, Central and South America.

SCIENCE

- Employ skills and steps needed for scientific inquiry; practice the steps of scientific method.
- Practice measurement skills; apply important science safety procedures.
- Explain the systems of the human body, including the circulatory system, lymphatic system, respiratory system, and excretory system.
- Explain the importance of exercise and healthy diet to the development of the body.
- Compare members of the animal and plant kingdoms; identify members of the fungus, protist, and bacteria kingdoms.
- Explain the function of each part of a flower; explain photosynthesis and respiration.
- Explore the structure of an ecosystem; identify biotic and abiotic factors in an ecosystem; explain how water, nutrients, carbon, and nitrogen are cycled in the environment.
- Compare the moon's surface to the Earth's surface.
- Explain relative humidity and condensation; explain how the angle of sunlight and other factors affects temperature; identify different types of clouds and precipitation.
- Compare and contrast sedimentary rock and metamorphic rock; explain the rock cycle.
- Describe how solids, liquids, and gases differ in volume and shape.
- Describe the structure and properties of elements and molecules; describe the periodic table of elements.
- Describe the absorption and reflection of sound; describe echoes and sonar.
- Explain the Law of Reflection and how it affects the images various kinds of mirrors will produce; describe the spectrum.
- Explain the environmental problems caused by imported plants.



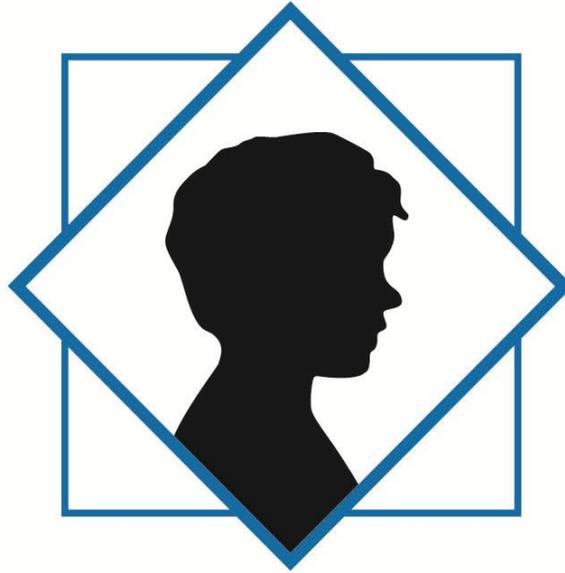
ART/ART HISTORY

- Draw figures in the Egyptian style, a naturalistic way, a tondo with three figures, a scene with many people, a self-portrait, people in motion with an emphasis on line.
- Design a tree of life, a mural.
- Paint symbols for a family, a symmetrical scene (mirror image), a flower in the style of Van Gogh.
- Create and name custom colors, a series of sketches from real life, a series of nature drawings, a landscape, and a quilt square.
- Interpret, discuss, and analyze famous works of art from the oldest in the world to modern works including cave paintings from Lascaux, Egyptian tomb frescos, Middle Eastern mosaics, Greek amphora paintings, Roman mosaics, illuminated manuscripts, Venetian Renaissance painters, paintings by Fra Angelico, Giotto, Masaccio, Botticelli, Raphael, Michelangelo, da Vinci, Correggio, van Eyck, Hals, El Greco, Lorrain, Hogarth, Turner, Corot, Monet, Van Gogh, West, Homer, Whistler, Remington, Dali, Hopper, and Rivera.
- Understand line, shape, pattern, texture, color, value, symmetry, composition, perspective and form.

COMPUTER SKILLS

- Use word processing and keyboard skills to create a research report.
- Identify validity and credibility of Web sites; evaluate knowledge of search strategies.
- Create different types of graphs; use tools in order to add, subtract, multiply, and divide data; create, copy, and paste formulas; use the sum and average functions.
- Navigate in a database; perform a simple search and a simple sort.
- Know, create, and define fields.
- Add images into slides; use transitions and animation in a slide show presentation.
- Introduce formatting tags in HTML; use HTML to create a Web page, including attribute tags, anchor tags, and links.





Sixth Grade Course Outline Academic

0810



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The Plan of the Sixth Grade Academic Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances.

Sixth Grade Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 9:50	Mathematics (included in separate manual)				
9:50 – 10:30	History	Science	History	Science	History
10:30 – 10:50	Recess				
10:50 – 11:10	Spelling				
11:15 – 11:55	Grammar	Reading	Reading	Grammar	Reading
11:55 – 12:25	Lunch				
12:25 – 1:05	Reading	Geography	Art History	Reading	Art
1:05 – 1:50	Science	Composition		Geography	Composition
1:50 – 2:30	Study				Science



Standard Course Materials

Books

Lesson Manuals
Tests
Activity Pages
Critical Thinking (Level F)
The Swiss Family Robinson
Anne of Green Gables
Theras and His Town
King Arthur and His Knights
The Phantom Tollbooth
Emily Dickinson: Selected Poems
The Dream Keeper and Other Poems
*Robert Frost: The Road Not Taken and
Other Poems*
Everyday Spelling
Elements of Language
A Message of Ancient Days
Geography: The World and Its People, Vol. 2
Chemical Building Blocks
Chemical Interactions
Inside Earth
Earth's Waters
Weather and Climate
A Child's History of Art: Sculpture
Art Card Portfolio
Computer Skills and Applications Manual
Calvert Math Lesson Manual
Calvert Math
*Calvert Math Practice and Enrichment
Workbook*

Online Resources

My Calvert
Lesson Manuals
Calvert Math Lesson Manual
Answer Keys for Daily Work
Answer Keys for Calvert Math
Express ATS
Calvert i-Library
BrainPOP®
Calvert Mastery Series: Online Spelling Program
How to Diagram a Sentence
Learning Strategies
Instructional videos
Review games
Calvert Math e-Textbook
Elements of Language e-Textbook
Chemical Building Blocks e-Textbook
Chemical Interactions e-Textbook
Earth's Waters e-Textbook
Inside Earth e-Textbook
Weather and Climate e-Textbook
Curriculum Checkpoints
Computer Health and Safety Guidelines
Learning.com EasyTech® Online Lessons



Course Survey

MATHEMATICS

- Estimate and find sums, differences, products, and quotients of integers, decimals, fractions, and mixed numbers.
- Use divisibility rules for 2, 3, 4, 5, 6, 9, and 10; prime factorization; understand the difference between prime and composite numbers; find the greatest common factor and least common multiple of two or more numbers.
- Round decimals and fractions; compare and order integers, decimals, fractions, and mixed numbers.
- Convert between mixed numbers and improper fractions; express fractions in simplest form; name and write ratios in different forms; find and use unit rates; identify and solve proportions; find and use percents to calculate sales tax, tips, and discounts; convert among fractions, decimals, percents, and mixed numbers.
- Represent numbers using exponents and scientific notation.
- Find the missing terms in sequences.
- Find the opposites and absolute values of integers.
- Find function rules, complete function tables, and graph functions.
- Translate word phrases into expressions with variables and evaluate them using the order of operations; write and solve one- and two-step equations with integers.
- Solve and graph inequalities; identify and use the Commutative Property, Associative Property, Identity Property, and Distributive Property.
- Understand, identify, and name basic geometry terms; classify angles, triangles, and quadrilaterals; name polygons; identify three-dimensional figures.
- Construct geometric figures including angles and angle bisectors; measure angles and identify complementary and supplementary angles.
- Identify and distinguish between congruent and similar figures.
- Find lines of symmetry.
- Locate points on a coordinate grid; translate, reflect, and rotate figures on a coordinate grid.
- Use decimals to express metric measurement and add and subtract units of measure; convert measures of length; change units within the metric system.
- Find perimeter including complex figures; find circumference; find area of figures including parallelogram, circle, and trapezoid; and find the volume and surface area of rectangular prism.
- Apply probability, data analysis, and graphing skills; make and interpret frequency tables, histograms, double-bar graphs, stem-and-leaf plots, box-and-whisker plots, line graphs, and a variety of graphs including circle graphs; find the mean, median, and mode of a data set; identify misleading graphs and misleading statistics.
- Solve arrangement problems using factorials; use probability to find outcomes; find the probability of independent events; find experimental and theoretical probability of an event.
- Use problem-solving techniques.



READING

- Practice oral reading.
- Read/review math, science, and social studies textbooks.
- Read classic novels, plays, poetry.
- Identify elements and devices of poetry.
- Understand the difference between legends and history.
- Identify main idea, supporting details, fact from fiction and in poetry rhyme, alliteration, personification, similes, metaphors; steps in a process.
- Identify an inferred main idea, story moral, and examples of foreshadowing.
- Cite examples of poetic devices (figurative language); interpret symbols and poem's meaning.
- Identify the tone and imagery of a poem; distinguish between simile and metaphor.
- Identify cause-effect, time, and purpose relationships.
- Analyze an author's style and story mood; evaluate a character's behavior; identify themes; compare and contrast; predict events; outline and summarize ideas.
- Use context to determine/compare meanings of word; recognize and identify analogies, synonyms, antonyms, and homonyms.

SPELLING

- Spell long/short vowel sounds, vowel diphthongs (**ew, iew, ue, uce**), **r**-controlled vowel (**or, ore, er, ear, ur**), double consonants (**nn, mm, rr, cc, ll, dd, ss**), silent letters combinations (**bt, sc, mn, gu, gue**), schwa sound.
- Identify and spell prefixes (**il-, in-, im-, ir-, pre-, post-, over-, under-, in-**) and suffixes (**-ed, -ing, -ation, -ion, -tion, -ate, -ive, -ship, -ance, -ence, -ant, -ent**).
- Identify compound words, contractions, and homophones.
- Classify spelling words to put them in groups; use context clues to identify spelling words and complete writing assignments.
- Use a dictionary and a thesaurus; recognize spelling, punctuation, and capitalization errors in written material.
- Identify analogies, inferences, antonyms, synonyms, similes; recognize eponyms, hyperboles, acronyms, and Latin roots.

GRAMMAR

- Identify action verbs, linking verbs, verbs and verb phrases, main and helping verbs; explain that a verb can express action or being; identify the four principal parts of verbs.
- Identify common and proper nouns; identify types of pronouns including personal, possessive, object, reflexive, intensive, demonstrative, indefinite, relative, and interrogative pronouns; understand the relationship between pronouns and their antecedents; use pronouns to improve writing.
- Identify adjectives and adverbs and the words they modify.
- Identify prepositions, prepositional phrases, coordinating and correlative conjunctions, and direct and indirect objects.
- Identify and distinguish between adjective and adverb phrases.



- Identify independent, subordinate, adjective, and adverb clauses.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; identify the parts of a sentence to including simple and complete subjects and predicates; determine if a group of words is a sentence or a fragment.
- Understand subject-verb agreement according to number, with interrupting phrases, and with indefinite pronouns as subjects; identify complements.
- Diagram simple and compound subjects, verbs, articles, direct objects, subject complements (predicate nominatives), pronouns including subject and object pronouns, adjectives, adverbs, prepositional phrases, direct and indirect objects; diagram the four types of sentences.

COMPOSITION

- Create graphic organizers, including cause and effect chain, pyramid planner, charts, lists, and create note cards, outlines.
- Develop compositions using the writing process including prewriting, drafting, editing, revising, and publishing; write multi-paragraph pieces.
- Compose letters, autobiographical essay, descriptive paragraphs, poems, and a short story.
- Write a persuasive paragraph.
- Compose expository paragraphs, summaries, comparison/contrast composition, how-to essay, book review, news article, classification essay, research report with bibliography.
- Write expository compositions based upon a thesis statement.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, and correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, figurative language; evaluate compositions for completeness and flow; evaluate writing for a sense of audience and purpose.
- Publish a selection of original compositions including an autobiographical essay, poems, news articles, process (how-to) essay, descriptive essays, comparison/contrast essay, a story, persuasive essay, and research report.

HISTORY

- Describe the features of a city.
- Explain why archaeologists study ancient cultures; identify sources historians and scientists use in their investigations.
- Describe the accomplishments of Alexander the Great, Julius and Augustus Caesar, and Constantine.
- Explain the impact of the Ice Age and the hunter-gatherers.
- Describe the concept of a region, specifically the Fertile Crescent, Mesopotamia, Sumerian city-states, Assyrian and Babylonian empires, the Egyptians, Kush, and the Indus Valley.
- Explain the history and impact of the Zhou, Qin, and Han dynasties, ancient Greece, the city-states of Athens, the Persians, Peloponnesian War, the Roman Empire, the Dark Age, Early Greece, Rome, the Fall of the Western Empire, the Age of Expansion, and the growth of Christianity.
- Describe the origins, history, and beliefs of Buddhism, Christianity, Hinduism, Islam, and Judaism.



GEOGRAPHY

- Read and interpret bar, line, circle, and pictographs .
- Identify the five themes of Geography: location, place, region, movement, and interaction between humans and environment.
- Explain how the economy is changing and why people trade.
- Explain how people manage water and damage soil, and how oil affects the lives of the people in Iraq.
- Explain why people move to cities.
- Describe the land and culture of North Africa, Southwest, Central and Southeast Asia, Egypt, Turkey, Syria, Lebanon, Jordan, Saudi Arabia, Iraq, Afghanistan, the Caucasus, the Sahara, Nigeria, Shel countries, West Africa, Democratic Republic of the Congo, Cameroon, Gabon, Kenya, Sao Tome, Principe, Tanzania, East Africa, South Africa, India, Pakistan, Bangladesh, Australia, New Zealand, Oceania, and Antarctica.
- Identify landforms and waterways, climate, precipitation, and storms.
- Explain the forces that change the Earth's surface.

SCIENCE

- Explain the skills scientists use to solve problems; conduct a scientific investigation, including qualitative and quantitative observations; explain lab safety skills.
- Construct a weather station.
- State how scientists describe and explain winds, including local winds and global winds; describe the main types of fronts and the six main climate regions; explain how weather forecasters predict the weather and how technology has helped to improve weather forecasting; identify factors that can cause climate change; explain how waves form, the causes of tides, and how surface currents affect climate.
- Identify the characteristics of Earth's crust, mantle, and core; explain the theory of plate tectonics and describe the three types of plate boundaries; describe the two types of volcanic eruptions and explain what happens when a volcano erupts; describe how the energy of an earthquake travels through Earth, how scientists locate the epicenter of an earthquake, and the kinds of damage an earthquake can cause.
- Explain what happens to a substance during changes between solid and liquid, liquid and gas, and solid and gas.
- Describe the structure of an atom and explain how models are useful for explaining atoms; describe how the organization of the periodic table is used to predict the properties of elements; list properties of metals, non-metals, composites, alloys, ceramics, solutions, colloids, suspensions, glass, and polymers.
- Name the three categories of chemical reactions and explain a balanced chemical equation, using the principle of conservation of mass.
- Describe ions and how the formulas and names of ionic compounds are written; explain molecular bonds and metallic bonds; name the properties of acids and bases; explain what pH tells about a solution; identify the properties of organic compounds, hydrocarbons, substitute hydrocarbons, esters, and polymers.
- Explain how sources of pollution are classified; experiment to simulate cleaning up an oil spill; explain how pollution from shrimp farming affects the environment.



ART/ART HISTORY

- Interpret, discuss, and analyze famous works of sculpture from the oldest in the world to modern works, including Ancient Egyptian statues, Incan stone reliefs, Assyrian carvings, Ancient Chinese block stamps, Greek sculpture, Greek figurines and statuettes, Roman sculpture, Byzantine ivory sculpture, Renaissance sculpture, neoclassical sculpture, impressionist sculpture, American sculptors, women sculptors, and modern sculpture.
- Understand characteristics of sculpture including sunken relief, low/bas relief, high relief, and in-the-round.
- Sculpt a scarab statuette, a realistic animal with a motif, a gargoyle, a figure in a contraposto pose, a soap sculpture, and an abstract sculpture.
- Create a composite animal relief sculpture, clay tablet, texture rubbings, silhouettes; design a sculpture depicting a sad event.
- Draw an Egyptian profile, symmetrical Greek helmet, ideally beautiful person, landscape with linear perspective, and a baby roundel; paint a series of realistic and abstract paintings; create sequential drawings to illustrate a myth, a visual interpretation of a poem, and a mosaic of a round object.

COMPUTER SKILLS

- Create and use audio and video files.
- Use word processing and keyboard skills; explore tools needed in word processing, for example, tab settings, spelling and grammar check, page setup, vertical alignment, borders, creating tables, page breaks and numbering, and header and footers.
- Use, navigate, and browse the Internet; introduce terms used in dealing with the Internet, for example, World Wide Web (WWW), Hypertext Markup Language (HTML), and Hypertext Transfer Protocol (HTTP); use components of computer networks, including progress bar/stop button, alphanumeric, keywords, refresh or reload button, and error page.
- Use spreadsheet tools; use skills related to relative reference and absolute reference.
- Create slide show presentations; use additional features, such as text box insertion and resizing, graphics insertion, slide duplication, and color palette usage, while creating slide show presentations.

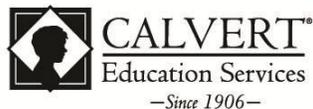




Seventh Grade Course Outline

Academic

0810



*10713 Gilroy Rd., Suite B
Hunt Valley, MD 21031
410-785-3400
410-785-3418 fax*

The Plan of the Seventh Grade Academic Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc.). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances.

Seventh Grade Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 9:50	Mathematics (included in separate manual)				
9:50 – 10:30	Science	Grammar			
10:30 – 11:10	History or Geography	Art History	History or Geography	History or Geography	History or Geography
11:10 – 11:30	Recess/ Lunch				
11:30 – 12:10	Composition	Art	Study	Composition	
12:10 – 1:30	Reading	Reading	Reading	Science	Reading
12:50 – 12:40	Study	Science	Study		Science
1:30 – 1:50	Spelling				



Standard Course Materials

Books

Lesson Manuals

Tests

Activity Pages

From Bacteria to Plants

Animals

Human Biology and Health

Sound and Light

Motion, Forces, and Energy

Across the Centuries

Geography: The World and Its People, Vol. 1

Elements of Language

A Child's History of Art: Architecture

Art Card Portfolio

Around the World in Eighty Days

Kidnapped

The Miracle Worker

Roll of Thunder, Hear My Cry

Anne Frank: The Diary of A Young Girl

Classic Poems to Read Aloud

Everyday Spelling

Computer Skills and Applications Manual

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Daily Work

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP®

Calvert Mastery Series: Online Spelling Program

How to Diagram a Sentence

Learning Strategies

Instructional videos

Review games

Elements of Language e-Textbook

Animals e-Textbook

From Bacteria to Plants e-Textbook

Human Biology and Health e-Textbook

Motion, Forces, and Energy e-Textbook

Sound and Light e-Textbook

Geography: The World and Its People, Vol. 1
e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons

Course Survey

MATHEMATICS

- Add, subtract, multiply, and divide integers, decimals, fractions, and mixed numbers.
- Write a number as the product of its prime factors; find the greatest common factor and least common multiple of two or more numbers.
- Compare and order integers, decimals, and rational numbers.
- Write and simplify ratios, rates, and unit rates; solve and use proportions; find and use percents; convert among fractions, decimals, and percents.
- Understand and use powers and exponents and find squares and square roots.
- Represent numbers in standard form and scientific notation.
- Graph relations and functions and find slopes of lines.



- Write and evaluate or simplify expressions using the order of operations and combining like terms; write and solve one- and two-step equations; solve and graph inequalities and use them to solve problems; understand the properties of addition and multiplication and use the Distributive Property to simplify expressions.
- Interpret parallel and perpendicular lines; classify triangles, quadrilaterals, and three-dimensional figures; identify the parts of a circle.
- Construct geometric figures including lines, segment and angle bisectors, and solid figures.
- Solve problems using similar and congruent figures.
- Graph points and rotate, reflect, translate, and dilate figures on the coordinate plane.
- Convert within the metric system.
- Find the perimeter and area of parallelograms, triangles, and trapezoids; find the circumference and area of circles; find the area of irregular figures; find the volume of prisms, cylinders, pyramids and cones; find the surface area of prisms, cylinders, and cones; use scale drawings and indirect measurement; measure angles, apply angle relationships, and find the measures of angles in polygons; solve problems using the Pythagorean theorem.
- Make predictions based on samples; find the mean, median, mode, and range of a data set; use data to construct and read frequency tables, line plots, stem-and-leaf plots, box-and-whisker plots, bar graphs, and histograms; recognize when graphs and data are misleading.
- Find the possibility and probability of independent and dependent events; use permutations and combinations to solve problems; find the probability of events using tree diagrams and the counting principle; understand theoretical and experimental probability.
- Use problem-solving techniques.

READING

- Create visual aids to support an informative speech; use speaking technique (voice modulation, inflection, tempo, enunciation, eye contact); deliver research presentation.
- Memorize a personal choice poem.
- Read and review math, science, and social studies textbooks.
- Analyze an editorial cartoon; read an informative article about a research topic.
- Identify and use the organizational structures of a text.
- Draw conclusions from visual aids; summarize main ideas in informational text using supportive details; recognize and identify play's setting and plot.
- Understand the structure of a Shakespearean and a Petrarchan sonnet; distinguish between free verse/structured poetry; identify couplet, triplet, tercet, and quatrain.
- Understand the myth of Pyramus and Thisbe; read and review classical novels.
- Identify fact and fiction, main idea, supporting details, and poetic devices, including simile, metaphor, alliteration, rhyme, and personification.
- Make critical comparisons across texts.
- Identify examples of foreshadowing, an inferred main idea, story moral, and symbols.
- Interpret a poet's meaning and the tone and imagery of a poem; distinguish simile and metaphor.
- Identify cause-effect, time, and purpose relationships; analyze an author's style and the mood of a story; explain an author's perspective and viewpoint.



- Evaluate a character’s behavior; interpret how events affect character’s physical and mental growth.
- Identify dialect and its use in establishing setting and describing characters.
- Identify and analyze the significance of a motif.
- Identify author’s purpose for writing.
- Identify themes.
- Compare and contrast; predict events; outline and summarize ideas.
- Analyze the rising action in a plot structure in stories.
- Analyze rhythm, rhyme, and rhyme scheme in poems.
- Use prefixes, suffixes, context, denotation, connotation, and Greek and Latin roots to unlock meaning of unfamiliar vocabulary and multiple-meaning words.

SPELLING

- Spell words with double consonants, letter patterns (**-ice, -ise, -ize**), and schwa sound.
- Identify and spell prefixes (**de-, dis-, non-, un-**), suffixes (**-ed, -ing, -s, -es, -ves, -ty, -ary, -ery, -ory, -able, -ence, -ive, -ian, -ant, -ent, -ist**), compound words, homophones, and possessives.
- Classify spelling words to put them in groups; use context clues to identify spelling words and complete writing assignments.
- Use a dictionary and thesaurus; recognize spelling, punctuation and capitalization errors in written material.
- Identify analogies, inferences, Latin and Greek roots, spelling strategies, synonyms, similes, hyperboles, and idioms.

GRAMMAR

- Distinguish between common, proper, concrete, and abstract nouns; form plural nouns.
- Identify collective nouns and pronouns and their antecedents; use nominative, possessive, and objective cases of personal pronouns; distinguish between reflexive and intensive pronouns; identify demonstrative, interrogative, relative, and indefinite pronouns.
- Identify the six tenses of verbs; identify action verbs, linking verbs, verbs and verb phrases, and main and helping verbs.
- Distinguish between adjectives and adverbs.
- Identify prepositions and prepositional phrases; distinguish between prepositions and adverbs and between coordinating and correlative conjunctions.
- Identify complements, direct and indirect objects, and predicate nominatives and adjectives.
- Demonstrate knowledge of the rules of capitalization and punctuation; punctuate a series of nouns with commas; use commas with introductory words, phrases, clauses, and to punctuate direct address and parenthetical expressions; use parentheses, brackets, dashes, colons, and semicolons.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; determine if a group of words is a sentence or a fragment; distinguish between simple and compound sentences; identify the parts of a sentence to including simple and complete subjects and predicates; identify complex and compound-complex sentences.



- Diagram the four types of sentences; diagram simple and compound subjects, verbs/verb phrases, articles, conjunctions, direct objects, subject complements (predicate nominatives), pronouns including subject and object pronouns, adjectives, adverbs, prepositional phrases, direct and indirect objects; diagram subordinate clauses and complex and compound-complex sentences.

COMPOSITION

- Create graphic organizers including fishbone organizer, concept map, storyboard, and charts; create outlines, generate questions, and prepare notes.
- Develop compositions using the writing process including prewriting, drafting, editing, revising, and publishing; write multi-paragraph pieces.
- Compose a friendly letter, eyewitness account, short stories, and descriptive essay; write a persuasive essay; create a print advertisement; produce a commercial.
- Compose expository paragraphs based upon a thesis statement, summaries, analytical essay, book report, process essay, comparison/contrast essay, and research report.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, figurative language; evaluate compositions for completeness and flow; evaluate writing for a sense of audience and purpose; revise for sensory language, similes, and metaphors.
- Publish a selection of original compositions including letters, descriptive essays, process essay, comparison/contrast essay, story, summaries, expository essay, research report, personal narratives, and persuasive essay.

HISTORY

- Use primary and secondary sources to gain information.
- Describe the source of information historians use to learn about the past; explain how point of view affects our interpretation of historical sources.
- Describe the significance of the Declaration of Independence, Constitution, and Bill of Rights.
- Explore early civilizations in North America.
- Describe the forces affecting the Roman Empire; identify the causes for the collapse of the Western Roman Empire and the survival of the Eastern Roman Empire.
- Identify the interaction of the cultures from Persia, India, and China; identify Muhammad and the Five Pillars of Islam and the common components of West African religions.
- Describe the Qur'an, Buddhist and Shinto religions, Christianity (the Catholic Church), Protestantism, and Calvinism.
- Review the empires of the ancient world and analyze the conditions that led to the growth of trade; describe the growth of the Islamic empire and its decline in Spain; evaluate the importance of trade in the development of empires in West Africa (Ghana, Mali, Songhai); identify reasons behind the prosperity and decline of the East African trading centers, the effect of gold mining on Zimbabwe, and the origins of the Congo kingdom.
- Describe the expansion of the Mongol Empire, the Ottoman Empire; identify the unification of China and Chinese interactions and developments; explain Japan's development as a nation and its cultural achievements.



- Discuss the fall of the Roman Empire, reign of Charlemagne, decline of feudalism, Italian Renaissance, conflict between Protestant groups and the Catholic Church, the Reformation, the Scientific Revolution, and European exploration in North America, early American civilization, including Central and South America, Europe from 1600–1789 (the Glorious Revolution, Age of Enlightenment, and French Revolution, and the Industrial Revolution).

GEOGRAPHY

- Find an exact location.
- Use maps and projections.
- Describe the economies of the United States, Canada and Mexico including Central America, West Indies, and South America, Europe, the Baltic Republics, Balkan countries and Russia.
- Explain climate zones.
- Explain culture and changes that make it unique; explain how humans change ecosystems, and manage water and the effects of air pollution.
- Describe major landforms and climate in the United States, Canada and Mexico; describe the physical features, landforms, and climate of the U.S., Canada, Mexico, Central America, the Caribbean, South America, Europe, the Baltic Republics, Balkan countries and Russia.
- Distinguish between renewable and non-renewable resources.

SCIENCE

- Explain the skills scientists use to solve problems; conduct a scientific investigation; explain that data tables and graphs can be used to express observations; explain lab safety skills.
- Identify the levels of organization in the body; define homeostasis.
- Demonstrate knowledge of the structure and function of the major systems of the human body and how these systems work together; describe some injuries and/or diseases of different systems, for example, the skeletal system, cardiovascular system, digestive system, excretory system, nervous system, and immune system, and ways to identify and treat the injuries and/or diseases.
- Describe behaviors that can help maintain a healthy body (exercise, diet, not smoking or using harmful drugs).
- Explain why biologist classify organisms and relate the levels of classification to the relationships between organisms; explain how taxonomic keys are useful.
- Identify characteristics of gymnosperms and angiosperms.
- Explain how animals are classified; identify the characteristics of animals, including sponges, cnidarians, worms, mollusks, arthropods, crustaceans, arachnids, centipedes, millipedes, insects, echinoderms, chordates, fishes, amphibian, reptiles, birds, and mammals.
- Explain causes for animal behavior; describe four types of learned behavior; identify four functions that enable animals to meet their basic needs.
- Calculate the ideal mechanical advantage of each type of simple machine.
- Name the three common temperatures and identify the direction in which heat moves.
- State and use Pascal's and Bernoulli's principles.
- Calculate an object's speed, velocity, and acceleration.



- State Newton's first, second, and third laws of motion.
- Define sound and explain what causes sound and how it travels; explain what causes the Doppler effect; explain how electromagnetic waves are alike and how they are different; describe the different types of light bulbs and explain how they can be used to provide light for different purposes.
- State what happens to the light that strikes an object; identify the types of images produced by plane, concave, and convex mirrors, and convex and concave lenses.
- Describe the basic properties of waves; explain how a wave's speed is related to its wavelength and frequency; calculate a wave's speed.
- Describe how human activities have damaged the ozone layer and might be linked to global climate changes.
- Name ways to ensure that there will be enough energy for the future.

ART/ART HISTORY

- Design the inside of a pyramid, Greek temple façade, building façade, building from something in nature, and personal dinnerware/silverware.
- Create a trilithon, mosaic, weaving, relief mask, castle, rose window, tessellation, family shield, Ming vase, self-portrait, miniature print, and circular calendar.
- Build a step pyramid.
- Draw a series of houses to demonstrate deep space, a building design, an elevation of a building, a dragon, and other surroundings based upon powers of observation.
- Interpret, discuss, and analyze famous works of architecture from the oldest in the world to modern works, including adobe buildings in New Mexico, African family dwellings, Egyptian pyramids, architecture of the Two-River (Fertile Crescent) civilizations, the Parthenon and Greek temples, Roman architecture and columns, early Christian churches, Byzantine architecture, Romanesque architecture, castles of the Middle Ages, Gothic architecture and cathedrals, Islamic architecture, St. Peter's Basilica, Tudor architecture, great chateaux of France, Baroque architecture, English Renaissance architecture, early American architecture, architecture of Washington, DC, architecture of bridges, and American skyscrapers.

COMPUTER SKILLS

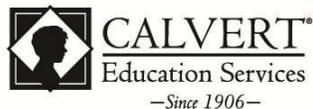
- Use tools needed in word processing; create a flowchart in a word processing program and select/manipulate text in a word processing program.
- Improve computer keyboarding skills.
- Evaluate the relevancy of results from a Web search; use critical thinking skills to determine the validity of information found online; determine the indicators to determine the validity of a Web page or site.
- Create spreadsheets and use spreadsheet tools, including formulas and freeze panes.
- Use video editing software to create a multimedia project.
- Create slide show presentations; create hyperlinks in a single presentation and links for a nonlinear presentation.





Eighth Grade Course Outline

0810



*10713 Gilroy Rd., Suite B
Hunt Valley, MD 21031
410-785-3400
410-785-3418 fax*

The Plan of the Eighth Grade Course

This course may be started at any time in the year. There are 160 numbered lessons, divided into twenty-lesson sets. Within each set of twenty lessons are two review lessons. Tests appear every twentieth lesson (Test Lesson 20, Test Lesson 40, Test Lesson 60, etc). The length of time devoted to reviews and tests should be adjusted to meet the individual student's requirements.

The following is a *suggested* daily schedule with the understanding that some students spend more time and some less, depending upon their speed, ability, health, or other circumstances.

Eighth Grade Suggested Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 10:00	Mathematics (included in separate manual)				
10:00 – 10:15	Recess/Physical Activity				
10:15 – 11:30	Grammar/Composition/Spelling (included in separate manual)				
11:30 – 12:30	Reading				
12:30 – 1:00	Lunch				
1:00 – 1:45	History	Geography	History	History	Geography
1:45 – 2:00	Recess/Physical Activity				
2:00 – 2:45	Science	Science	Study	Science	Science
2:45 – 3:35	Study/Independent Reading or Vocabulary (times and days vary)				



Standard Course Materials

Books

Core Lesson Manuals
Grammar/Composition/Spelling Lesson Manuals

Tests

Core Activity Pages

Stories in Verse

Reflections: An Anthology

The Pearl

The Autobiography of Miss Jane Pittman

The True Confessions of Charlotte Doyle

Learning Strategies

Elements of Language

The Growing Vocabulary

America: History of Our Nation

The Nystrom Atlas of United States History

Cells and Heredity

Electricity and Magnetism

Earth's Changing Surface

Environmental Science

Astronomy

Calvert Math Lesson Manual

Calvert Math

Calvert Math Practice and Enrichment Workbook

Online Resources

My Calvert

Core Lesson Manuals
Grammar/Composition/Spelling Lesson Manuals

Calvert Math Lesson Manual

Answer Keys for Core Daily Work

Answer Keys for Grammar/Composition/Spelling

Answer Keys for Calvert Math

Express ATS

Calvert i-Library

BrainPOP®

How to Diagram a Sentence

Alternate Literature Selections

- *The Prince and the Pauper*
- *To Kill a Mockingbird*
- *Johnny Tremain*
- *Criss Cross*

Instructional videos

Review games

Elements of Language e-Textbook

America: History of Our Nation e-Textbook

Cells and Heredity e-Textbook

Electricity and Magnetism e-Textbook

Earth's Changing Surface e-Textbook

Environmental Science e-Textbook

Astronomy e-Textbook

Curriculum Checkpoints

Computer Health and Safety Guidelines

Learning.com EasyTech® Online Lessons



Course Survey

MATHEMATICS

- Add, subtract, multiply, and divide positive and negative integers, fractions, and mixed numbers.
- Use the Euclidean Algorithm to find the greatest common factor and least common multiple of two or more numbers.
- Compare and order integers and rational numbers.
- Use percents to solve problems including markups, discounts, sales tax, and interest; convert among fractions, decimals, and percents.
- Convert between scientific notation and standard form.
- Use negative and zero exponents.
- Find the squares and square roots of numbers.
- Identify rational and irrational numbers.
- Find patterns in data sets, graphs, and Pascal's triangle.
- Recognize and extend arithmetic and geometric series.
- Find the slope of a line from a graph and a table or using the slope formula; evaluate and graph linear and nonlinear functions; differentiate between linear and nonlinear functions.
- Use the order of operations; write and evaluate expressions including powers and exponents; write, solve, and graph more sophisticated equations; solve problems by solving and graphing inequalities.
- Add, subtract, multiply, simplify, and graph polynomials.
- Identify and use properties including the Distributive Property and Inverse Property.
- Identify parallel lines.
- Classify triangles and quadrilaterals; identify and draw three-dimensional figures.
- Construct geometric figures including line segments, angles, and parallel and perpendicular lines.
- Use the golden rectangle; identify congruent figures and lines of symmetry.
- Make a tessellation; translate, reflect, rotate, and dilate figures.
- Use dimensional analysis.
- Find the circumference of circles.
- Find the area of parallelograms, triangles, trapezoids, and circles.
- Find the surface area and volume of prisms, pyramids, cylinders, spheres, and cones.
- Find missing measures in similar polygons and solve problems involving scale drawings; measure indirectly using similar triangles.
- Explore and classify angles and find the measure of angles formed by parallel lines.
- Find angle measures in polygons.
- Use the Pythagorean theorem to solve problems including finding the length of the side of a right triangle.
- Find the sine, cosine, and tangent of angles and use them to solve problems.
- Construct and interpret circle graphs, stem-and-leaf plots, box-and-whisker plots, scatter plots.



- Find the mean, median, mode, range, and quartiles for a set of data.
- Recognize when graphs and statistics are misleading.
- Understand samples and surveys.
- Find the odds of events.
- Find permutations and combinations; use tree diagrams and the fundamental counting principle.
- Find the probability of independent and dependent events; find theoretical and experimental probability.
- Use problem-solving techniques.

READING

- Read and review math, science, and social studies textbooks.
- Analyze a government document.
- Define a Shakespearean tragedy and comedy; understand the epic genre.
- Interpret the meaning of a parable.
- Identify the four basic elements of narrative poetry including setting, character, plot, and theme, analyze ballad forms.
- Become familiar with John Steinbeck and his literary style as well as mystery genre, science fiction genre; define and identify the elements of a folk tale.
- Identify main idea, supporting details, fact and fiction; identify and provide examples of simile, metaphor, personification, alliteration, rhyme, and rhyme scheme.
- Identify steps in a process.
- Make critical comparisons across texts.
- Explain and identify examples of foreshadowing, irony, main idea, story moral, cause-effect, and time and purpose relationships.
- Identify an inferred main idea.
- Identify tone/imagery of poem and poet's meaning; distinguish simile and metaphor.
- Analyze an author's style and story mood; explain an author's perspective or viewpoint.
- Apply antagonist and protagonist terms to a story.
- Evaluate a character's behavior; explain how a character is dynamic and how events affect a character's physical and mental growth.
- Interpret symbols; apply the meaning of symbol.
- Identify and analyze the significance of a motif.
- Apply plot structure; identify themes.
- Analyze the rising action in a plot structure, rhythm, rhyme, and rhyme scheme.
- Review and identify conflict including both internal and external conflicts; identify themes.
- Identify author's purpose for writing; compare, contrast, predict, outline, and summarize.
- Identify dialect; explain use of dialect to establish setting and describe characters.
- Transform a written expository composition into an oral presentation.
- Identify the purpose and organizational structure of a speech; deliver a speech that presents events or ideas in a logical sequence; deliver an oral presentation enhanced with graphics; assess and identify persuasive techniques; use verbal and nonverbal elements to communicate information, including diction, emphasis, pause, pitch, rate, volume, eye contact, facial expressions, gestures, and posture; use nonverbal elements to communicate.



VOCABULARY

- Acquire vocabulary through word families.
- Recognize and use prefixes and suffixes, context clues and context, connotation and denotation to understand unfamiliar vocabulary and multiple-meaning words.
- Use Greek and Latin roots to define unfamiliar vocabulary.

GRAMMAR

- Distinguish between common and proper nouns, and concrete and abstract nouns; form plural nouns; identify collective nouns.
- Identify pronouns and their antecedents; use nominative, possessive, and objective cases of personal pronouns; distinguish between reflexive and intensive pronouns; identify demonstrative, interrogative, relative, and indefinite pronouns.
- Identify the six tenses of verbs; identify action verbs, linking verbs, verbs and verb phrases, main and helping verbs; identify transitive and intransitive verbs.
- Distinguish between adjectives and adverbs, prepositions and adverbs, and coordinating and correlative conjunctions.
- Identify prepositions and prepositional phrases.
- Identify complements, direct and indirect objects, and predicate nominatives and adjectives.
- Identify gerunds and gerund phrases, participles and participial phrases, infinitives and infinitive phrases, and appositives.
- Demonstrate knowledge of the rules of capitalization and punctuation; punctuate a series of nouns with commas; use commas with introductory words, phrases, and clauses and to punctuate direct address and parenthetical expressions; use parentheses, brackets, dashes, colons, and semicolons.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; determine if a group of words is a sentence or a fragment; distinguish between simple and compound sentences; identify the parts of a sentence, including simple and complete subjects and predicates; identify complex and compound-complex sentences.
- Diagram the four types of sentences; diagram simple and compound subjects, verbs/verb phrases, articles, conjunctions, direct and indirect objects, pronouns, including subject and object pronouns, adjectives, adverbs, prepositional phrases, direct and indirect objects; diagram predicate nominatives and predicate adjectives, participles and participle phrases, gerunds and gerund phrases, appositives, and infinitive phrases; diagram subordinate, adjective, adverb, and noun clauses; diagram complex and compound-complex sentences.

COMPOSITION.

- Develop multi-paragraph compositions using the writing process including prewriting, drafting, editing, revising, and publishing; compose personal narrative and poems.
- Brainstorm ideas; create graphic organizers including flowcharts and other charts; create outlines, generate questions, and prepare notes.
- Write a persuasive essay; create a promotional brochure.
- Compose expository paragraphs, process essay, cause and effect essay, comparison/contrast essay, and research report.
- Write an evaluation of a documentary and expository compositions based upon a thesis statement.



- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, and correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, and figurative language; evaluate compositions for completeness and flow; evaluate writing for a sense of audience and purpose; examine writing for unity, coherence, and form.
- Publish a selection of original compositions including personal narratives, descriptive essay, a poem, a comparison/contrast essay, process essay, cause and effect essay, summaries, evaluations, research report, persuasive essay, and a fable.

SPELLING

- Write and practice frequently misspelled words and curriculum-specific vocabulary.
- List and practice a personalized list of spelling words.

HISTORY

- Describe the impact of European exploration on Native Americans.
- Describe explorations of the Western Hemisphere by Europeans.
- Describe the evolution of self-government by the colonies in the New World; identify the three branches of government, states' rights, and the responsibilities of citizenship.
- Describe the contributions of Presidents George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, Martin Van Buren, Abraham Lincoln, Andrew Johnson, Theodore and Franklin Roosevelt, John F. Kennedy, Lyndon Johnson, and Richard Nixon as well as the events occurring during their terms of office.
- Explain the significance of the Emancipation Proclamation.
- Describe the colonies in the New World, the causes and effects of the French and Indian War, the American Revolution, the significance of the War of 1812, industrial expansion in the North and nineteenth century life in the South, Missouri Compromise, the woman's rights movement, the settlement of the West, "Manifest Destiny," Industrial Revolution, the Civil War, Lincoln's assassination, Reconstruction, the Progressive Era, Panama Canal, World War I, Great Depression, New Deal, World War II, Civil Rights Movement, Cold War, Equal Rights Movement, Vietnam, Watergate, Middle East, and the computer age.

GEOGRAPHY.

- Read, interpret and create tables, charts, and graphs.
- Describe latitude and longitude; explain basic elements of a map.
- Describe early European explorations of Western hemisphere.
- Identify place names for the states and capitals in the Northeast, South, Mountain region, Pacific region, and Great Plains.
- Identify the place names for the countries and capitals of Western Europe, eastern and central Asia, Southeast Asia and the Pacific.

SCIENCE

- Explain the skills scientists use to solve problems; conduct a scientific investigation; explain that scientists use measurement skills to express observations; explain lab safety skills.
- Identify the events that take place during the three stages of the cell cycle.
- Describe the results of Mendel's experiments.



- Identify factors that control the inheritance of traits in organisms, including genotype and phenotype; state the goal of the Human Genome Project.
- Describe the hypothesis Darwin made to explain differences between similar species and how natural selection leads to evolution.
- Name the six major biomes found on Earth and describe the factors that determine the type of factors that determine the type of biome found in an area; explain the value of biodiversity and identify the factors that affect biodiversity; name and describe energy roles that organisms play in the ecosystem and how energy moves through an ecosystem; identify the three types of symbiotic relationships.
- Identify and describe objects that make up the solar system, including the sun, Earth, the inner planets, the outer planets, comets, asteroids, meteoroids, and stars.
- Identify the geocentric and heliocentric systems and describe how scientists such as Copernicus, Galileo, and Kepler contributed to the acceptance of the heliocentric system; identify the benefits that space technology has provided to modern society, including rockets, the space race, the Apollo program, space shuttles, space stations, space probes, and satellites.
- State the Big Bang Theory; explain how astronomers describe the scale of the universe.
- State what the Geologic Time Scale is in terms of eras and periods and describe the Precambrian, Paleozoic, Mesozoic, and Cenozoic eras.
- Compare and contrast mechanical and chemical weathering; describe the processes that wear down and build up Earth's surface, for example, water erosion, flooding, sediments, glaciers, wind, and ocean waves State and interpret the Law of Superposition.
- Explain the properties of a magnet, battery, galvanometer, electric motor, generator transformer, and semiconductors and describe how each works.
- Explain how information is stored and processed in a computer and describe the functions of computer hardware and software.
- Describe how human activities have damaged the ozone layer and might be linked to global climate changes.
- Name ways to ensure that there will be enough energy for the future.

COMPUTER SKILLS

- Use tools needed in word processing, including using the Drawing toolbar, modifying paragraph format and fonts, and setting tabs and indent spacing; apply word processing skills to different writing assignments, for example, personal narrative, descriptive essay.
- Improve computer keyboarding skills.
- Use desktop publishing tools to create a travel brochure.
- Evaluate the relevancy of results from a Web search; use critical thinking skills to determine the validity of information found online; determine the indicators to determine the validity of a Web page or site.
- Create spreadsheets and use spreadsheet tools, including page orientation and margins.
- Create slide show presentations; add new information to slides; add effects in a presentation and modify existing effects in a presentation; differentiate between linear and nonlinear presentations.
- Add text for Web pages; nest HTML and body tags properly; learn the basics of adding tags to modify text of a Web page.



Attachment 5. Curriculum Development Timeline

Not applicable. The school will open using the Calvert Partners curriculum. Any required teacher training would occur in the summer prior to the school's opening.

Attachment 6. Academic and Exit Standards

Below are learning standards and exit standards in Mathematics, Reading, Vocabulary, Grammar, Composition, Spelling, History, Geography, Science, and Computer Skills to conceptualize what Central Indiana Academy students will know and be able to do at the end of 8th grade

MATHEMATICS

- Add, subtract, multiply, and divide positive and negative integers, fractions, and mixed numbers.
- Use the Euclidean Algorithm to find the greatest common factor and least common multiple of two or more numbers.
- Compare and order integers and rational numbers.
- Use percents to solve problems including markups, discounts, sales tax, and interest; convert among fractions, decimals, and percents.
- Convert between scientific notation and standard form.
- Use negative and zero exponents.
- Find the squares and square roots of numbers.
- Identify rational and irrational numbers.
- Find patterns in data sets, graphs, and Pascal's triangle.
- Recognize and extend arithmetic and geometric series.
- Find the slope of a line from a graph and a table or using the slope formula; evaluate and graph linear and nonlinear functions; differentiate between linear and nonlinear functions.
- Use the order of operations; write and evaluate expressions including powers and exponents; write, solve, and graph more sophisticated equations; solve problems by solving and graphing inequalities.
- Add, subtract, multiply, simplify, and graph polynomials.
- Identify and use properties including the Distributive Property and Inverse Property.
- Identify parallel lines.
- Classify triangles and quadrilaterals; identify and draw three-dimensional figures.
- Construct geometric figures including line segments, angles, and parallel and perpendicular lines.
- Use the golden rectangle; identify congruent figures and lines of symmetry.
- Make a tessellation; translate, reflect, rotate, and dilate figures.
- Use dimensional analysis.
- Find the circumference of circles.
- Find the area of parallelograms, triangles, trapezoids, and circles.
- Find the surface area and volume of prisms, pyramids, cylinders, spheres, and cones.
- Find missing measures in similar polygons and solve problems involving scale drawings; measure indirectly using similar triangles.
- Explore and classify angles and find the measure of angles formed by parallel lines.
- Find angle measures in polygons.
- Use the Pythagorean theorem to solve problems including finding the length of the side of a right triangle.
- Find the sine, cosine, and tangent of angles and use them to solve problems.
- Construct and interpret circle graphs, stem-and-leaf plots, box-and-whisker plots, scatter plots.
- Find the mean, median, mode, range, and quartiles for a set of data.
- Recognize when graphs and statistics are misleading.
- Understand samples and surveys.
- Find the odds of events.
- Find permutations and combinations; use tree diagrams and the fundamental counting principle.
- Find the probability of independent and dependent events; find theoretical and experimental probability.
- Use problem-solving techniques.

READING

- Read and review math, science, and social studies textbooks.

- Analyze a government document.
- Define a Shakespearean tragedy and comedy; understand the epic genre.
- Interpret the meaning of a parable.
- Identify the four basic elements of narrative poetry including setting, character, plot, and theme, analyze ballad forms.
- Become familiar with John Steinbeck and his literary style as well as mystery genre, science fiction genre; define and identify the elements of a folk tale.
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- Make critical comparisons across texts.
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- Apply antagonist and protagonist terms to a story.
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- Interpret symbols; apply the meaning of symbol.
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- Acquire vocabulary through word families.
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- Identify the six tenses of verbs; identify action verbs, linking verbs, verbs and verb phrases, main and helping verbs; identify transitive and intransitive verbs.
- Distinguish between adjectives and adverbs, prepositions and adverbs, and coordinating and correlative conjunctions.
- Identify prepositions and prepositional phrases.
- Identify complements, direct and indirect objects, and predicate nominatives and adjectives.
- Identify gerunds and gerund phrases, participles and participial phrases, infinitives and infinitive phrases, and appositives.

- Demonstrate knowledge of the rules of capitalization and punctuation; punctuate a series of nouns with commas; use commas with introductory words, phrases, and clauses and to punctuate direct address and parenthetical expressions; use parentheses, brackets, dashes, colons, and semicolons.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; determine if a group of words is a sentence or a fragment; distinguish between simple and compound sentences; identify the parts of a sentence, including simple and complete subjects and predicates; identify complex and compound-complex sentences.
- Diagram the four types of sentences; diagram simple and compound subjects, verbs/verb phrases, articles, conjunctions, direct and indirect objects, pronouns, including subject and object pronouns, adjectives, adverbs, prepositional phrases, direct and indirect objects; diagram predicate nominatives and predicate adjectives, participles and participle phrases, gerunds and gerund phrases, appositives, and infinitive phrases; diagram subordinate, adjective, adverb, and noun clauses; diagram complex and compound-complex sentences.

COMPOSITION.

- Develop multi-paragraph compositions using the writing process including prewriting, drafting, editing, revising, and publishing; compose personal narrative and poems.
- Brainstorm ideas; create graphic organizers including flowcharts and other charts; create outlines, generate questions, and prepare notes.
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- Compose expository paragraphs, process essay, cause and effect essay, comparison/ contrast essay, and research report.
- Write an evaluation of a documentary and expository compositions based upon a thesis statement.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, and correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, and figurative language; evaluate compositions for completeness and flow; evaluate writing for a sense of audience and purpose; examine writing for unity, coherence, and form.
- Publish a selection of original compositions including personal narratives, descriptive essay, a poem, a comparison/contrast essay, process essay, cause and effect essay, summaries, evaluations, research report, persuasive essay, and a fable.

SPELLING

- Write and practice frequently misspelled words and curriculum-specific vocabulary.
- List and practice a personalized list of spelling words.

HISTORY

- Describe the impact of European exploration on Native Americans.
- Describe explorations of the Western Hemisphere by Europeans.
- Describe the evolution of self-government by the colonies in the New World; identify the three branches of government, states' rights, and the responsibilities of citizenship.
- Describe the contributions of Presidents George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, Martin Van Buren, Abraham Lincoln, Andrew Johnson, Theodore and Franklin Roosevelt, John F. Kennedy, Lyndon Johnson, and Richard Nixon as well as the events occurring during their terms of office.
- Explain the significance of the Emancipation Proclamation.
- Describe the colonies in the New World, the causes and effects of the French and Indian War, the American Revolution, the significance of the War of 1812, industrial expansion in the North and nineteenth century life in the South, Missouri Compromise, the woman's rights movement, the settlement of the West, "Manifest Destiny," Industrial Revolution, the Civil War, Lincoln's assassination, Reconstruction, the Progressive Era, Panama Canal, World War I, Great Depression, New Deal, World War II, Civil Rights Movement, Cold War, Equal Rights Movement, Vietnam, Watergate, Middle East, and the computer age.

GEOGRAPHY.

- Read, interpret and create tables, charts, and graphs.
- Describe latitude and longitude; explain basic elements of a map.
- Describe early European explorations of Western hemisphere.
- Identify place names for the states and capitals in the Northeast, South, Mountain region, Pacific region, and Great Plains.
- Identify the place names for the countries and capitals of Western Europe, eastern and central Asia, Southeast Asia and the Pacific.

SCIENCE

- Explain the skills scientists use to solve problems; conduct a scientific investigation; explain that scientists use measurement skills to express observations; explain lab safety skills.
- Identify the events that take place during the three stages of the cell cycle.
- Describe the results of Mendel's experiments.
- Identify factors that control the inheritance of traits in organisms, including genotype and phenotype; state the goal of the Human Genome Project.
- Describe the hypothesis Darwin made to explain differences between similar species and how natural selection leads to evolution.
- Name the six major biomes found on Earth and describe the factors that determine the type of factors that determine the type of biome found in an area; explain the value of biodiversity and identify the factors that affect biodiversity; name and describe energy roles that organisms play in the ecosystem and how energy moves through an ecosystem; identify the three types of symbiotic relationships.
- Identify and describe objects that make up the solar system, including the sun, Earth, the inner planets, the outer planets, comets, asteroids, meteoroids, and stars.
- Identify the geocentric and heliocentric systems and describe how scientists such as Copernicus, Galileo, and Kepler contributed to the acceptance of the heliocentric system; identify the benefits that space technology has provided to modern society, including rockets, the space race, the Apollo program, space shuttles, space stations, space probes, and satellites.
- State the Big Bang Theory; explain how astronomers describe the scale of the universe.
- State what the Geologic Time Scale is in terms of eras and periods and describe the Precambrian, Paleozoic, Mesozoic, and Cenozoic eras.
- Compare and contrast mechanical and chemical weathering; describe the processes that wear down and build up Earth's surface, for example, water erosion, flooding, sediments, glaciers, wind, and ocean waves State and interpret the Law of Superposition.
- Explain the properties of a magnet, battery, galvanometer, electric motor, generator transformer, and semiconductors and describe how each works.
- Explain how information is stored and processed in a computer and describe the functions of computer hardware and soft ware.
- Describe how human activities have damaged the ozone layer and might be linked to global climate changes.
- Name ways to ensure that there will be enough energy for the future.

COMPUTER SKILLS

- Use tools needed in word processing, including using the Drawing toolbar, modifying paragraph format and fonts, and setting tabs and indent spacing; apply word processing skills to different writing assignments, for example, personal narrative, descriptive essay.
- Improve computer keyboarding skills.
- Use desktop publishing tools to create a travel brochure.
- Evaluate the relevancy of results from a Web search; use critical thinking skills to determine the validity of information found online; determine the indicators to determine the validity of a Web page or site.
- Create spreadsheets and use spreadsheet tools, including page orientation and margins.
- Create slide show presentations; add new information to slides; add effects in a presentation and modify existing effects in a presentation; differentiate between linear and nonlinear presentations.

- Add text for Web pages; nest HTML and body tags properly; learn the basics of adding tags to modify text of a Web page.

Below are learning standards in Mathematics, Reading, Spelling, Grammar, Composition, History, Geography, Science, Art/Art History, and Computer Skills to conceptualize what Central Indiana Academy students will know and be able to do at the end of 5th grade

MATHEMATICS

- Add and subtract greater numbers, decimals, fractions and mixed numbers with unlike denominators; multiply and divide whole numbers, decimals, fractions, and mixed numbers.
- Introduction to divisibility rules; prime factorization; finding the greatest common factor and least common multiple of a pair of numbers; identify numbers as prime or composite.
- Round whole numbers and decimals; estimate sums, differences, and quotients.
- Compare and order integers, decimals, and fractions.
- Convert between improper fractions and mixed numbers; find simplest form of a fraction.
- Read, write, and simplify rates and find equivalent ratios.
- Find percent of numbers and use percents to solve problems; convert among fractions, decimals, and percents.
- Understand standard and exponential form.
- Complete function tables and graph functions; write and evaluate expressions with variables and use the order of operations to simplify expressions.
- Practice writing equations to solve word problems.
- Identify and use the properties of addition and multiplication and the Distributive Property.
- Identify and name points, lines, line segments, rays, and angles; use parallel lines; classify angles and triangles; determine whether a figure is a polygon; identify polygons by number of sides and name and classify quadrilaterals; find the diameter and radius of a circle; identify three-dimensional figures and their nets.
- Construct circles.
- Identify and describe congruent shapes.
- Identify line symmetry.
- Locate and use ordered pairs.
- Identify and describe results of transformations including translations, reflections, and rotations.
- Estimate, measure, add, and subtract customary and metric units of lengths, mass, and capacity; convert within measurement systems.
- Find the perimeter of polygons and complex figures and the circumference of circles; find the area of triangles, complex figures, and parallelograms; find the volume and surface area of rectangular prisms and cubes; use scale drawings to find missing dimensions within similar figures; find missing angle measures.
- Find elapsed time.
- Make predictions using statistics; collect, organize and analyze data; find mean, median, mode, and distribution of data; design stem-and-leaf plots, single- and double-bar graphs, and histograms; find possible outcomes using tree diagrams and multiplication; find the theoretical and experimental probability of events and make predictions.
- Use problem-solving techniques.

READING

- Recite a poem from memory.
- Read classic literature, including novels and poetry.
- Present an oral report from the research report.
- Read/review math, science, and social studies textbooks.
- Compare and contrast information in an article.
- Use organizational features of texts such as glossaries and subheadings.

- Identify steps in a process.
- Read and identify elements of fantasy and different types of poetry; differentiate between fiction and fantasy.
- Paraphrase, summarize, and outline text to recall, inform, or organize ideas.
- Follow the sequence of a story; recognize and analyze story plot, setting, and problem resolution; identify the main idea/details of a selection.
- Analyze characters, including feelings, traits, motivations, relationships, and changes.
- Identify the mood of a reading selection.
- Interpret figurative language.
- Apply critical thinking strategies to predict and revise outcomes, draw inferences, conclusions, and generalizations; support theses with text evidence and experience; classify information.
- Distinguish fact from opinion; analyze and test generalizations; identify cause and effect and author's purpose and perspective.
- Recognize and follow the steps to judge accuracy in a reading selection.
- Extend awareness of analogies, derivatives (from roots/suffixes); identify synonyms, antonyms, and homonyms, compound word components; use context clues to find word meaning; apply syllabication rules.

SPELLING

- Spell long/short vowel sounds, consonant clusters/blends (sk, sp, st, ng, nk), vowel diphthongs (oi, oy, ow, ou, ew, oo, au), r-controlled vowels (ar, ur, our, air, are, ear, eer), silent letter combinations (kn, mb, gh).
- Identify and spell prefixes (dis-, un-, mid-, pre-), suffixes (-s, -es, -ed, -ing, -er, -est, -able, -ible, -ant, -ent, -ous, -ion, -ation), compound words, contractions, homophones, possessives.
- Classify spelling words to put them in groups; use context clues to identify spelling words and complete writing assignments.
- Identify analogies, inferences, antonyms, synonyms, homographs, alliterations, and rhyming words.
- Use a dictionary and a thesaurus; recognize spelling, punctuation, and capitalization errors in written material; recognize syllabication rules.

GRAMMAR

- Identify action verbs, verbs of being, verb phrases; identify the present, past, and future tense of the verb to be; recognize verb tense and phrases; use irregular verbs.
- Identify contractions.
- Identify conjunctions.
- Identify prepositions and prepositional phrases; differentiate between prepositions and adverbs.
- Identify common and proper nouns and articles.
- Identify direct objects and subject complements.
- Identify pronouns including personal, object, subject, indefinite, interrogative, and possessive; use subject pronouns as subject complements; demonstrate the correct usage of subject and object pronouns.
- Construct the possessive of singular and plural nouns.
- Define and use adjectives and adverbs in writing; identify nouns as adjectives in sentences; distinguish between limiting and demonstrative adjectives; use adjectives as subject complements.
- Demonstrate knowledge of the rules of capitalization and punctuation including question marks, exclamation points, and apostrophes.
- Write conversations with appropriate punctuation.
- Proofread writing for errors in punctuation, capitalization, spelling, and grammar usage.
- Classify a sentence as declarative, interrogative, imperative, or exclamatory; identify the parts of a sentence including simple and complete subjects and predicates.
- Determine if a group of words is a sentence or a fragment; differentiate inverted sentences order from standard sentence order; write sentences in inverted order and identify the subject of the sentence; differentiate between a subject and direct object in a sentence.
- Recognize and write correct usage of negatives in a sentence.

- Identify sentence patterns for verbs of being with subject complements.
- Diagram subjects, verbs, articles, direct objects, subject complements (predicate nominatives), pronouns, and adverbs.

COMPOSITION

- Brainstorm ideas; create graphic organizers including web planner, pyramid planner, sequence chain, story map, Venn diagram, outline, and story board.
- Develop compositions using the writing process including prewriting, drafting, editing, revising, and publishing.
- Compose paragraphs with topic sentences, supporting details, and concluding sentences.
- Compose written pieces two to four paragraphs in length, a friendly letter, personal narrative, poems, and stories.
- Compose expository paragraphs, summaries, multi-paragraph expository compositions, book report, comparison/contrast composition, and research report.
- Edit and proofread compositions for spelling, punctuation, and capitalization; proofread for completeness of sentences, topic sentences, correct paragraphing; revise for sentence structure and fluency, vivid verbs and adjectives, figurative language; evaluate compositions for completeness and flow.
- Publish a selection of original compositions including a descriptive paragraph, a personal narrative, expository essays, a letter, a descriptive essay, and a research report.

HISTORY

- Compare life in New England, the Middle Colonies, and the South.
- Describe the exploration of the Vikings, Marco Polo, Christopher Columbus, Ponce de León, Pizarro, and de Soto and the accomplishments of Patrick Henry, Alexander Hamilton, Jefferson, Madison, Sacajawea, Harriet Tubman, Theodore Roosevelt, Lindbergh, Franklin Roosevelt, and John Kennedy.
- Describe the colonies of Roanoke and Jamestown, the Pilgrims and the Puritans.
- Explain the importance of the Declaration of Independence, the Emancipation Proclamation, and the Gettysburg Address.
- Describe the inventions that changed America including the telegraph, transcontinental railroad, electricity, telephone, and Bessemer process.
- Describe early civilizations in the Americas.
- Describe the removal of Native Americans, the conflict with the settlers moving west, slavery, the Industrial Revolution, the Revolutionary War, the Treaty of Paris, New England towns, the settlement of the Puritans, the French and Indian War, conflict between the English and the Boston Tea Party and the American colonists, the Mexican- American War, the Oregon Trail, the Gold Rush, the War Between the States, the Union and the Confederacy, and Reconstruction.
- Describe western expansion, the Spanish-American War, World War I and World War II, the Holocaust, the Cold War, and NATO.

GEOGRAPHY

- Identify the five themes of Geography.
- Identify physical maps, political maps, resource maps, climate maps, land use maps, time zone maps; identify longitude and latitude, climate, landforms and waterways, equator, Prime Meridian.
- Identify and describe the regions of the Northeast, Southwest, Midwest, and West.
- Identify the landforms, waterways, and resources of Canada, Mexico, Central and South America.

SCIENCE

- Employ skills and steps needed for scientific inquiry; practice the steps of scientific method.
- Practice measurement skills; apply important science safety procedures.
- Explain the systems of the human body, including the circulatory system, lymphatic system, respiratory system, and excretory system.
- Explain the importance of exercise and healthy diet to the development of the body.

- Compare members of the animal and plant kingdoms; identify members of the fungus, protist, and bacteria kingdoms.
- Explain the function of each part of a flower; explain photosynthesis and respiration.
- Explore the structure of an ecosystem; identify biotic and abiotic factors in an ecosystem; explain how water, nutrients, carbon, and nitrogen are cycled in the environment.
- Compare the moon's surface to the Earth's surface.
- Explain relative humidity and condensation; explain how the angle of sunlight and other factors affects temperature; identify different types of clouds and precipitation.
- Compare and contrast sedimentary rock and metamorphic rock; explain the rock cycle.
- Describe how solids, liquids, and gases differ in volume and shape.
- Describe the structure and properties of elements and molecules; describe the periodic table of elements.
- Describe the absorption and reflection of sound; describe echoes and sonar.
- Explain the Law of Reflection and how it affects the images various kinds of mirrors will produce; describe the spectrum.
- Explain the environmental problems caused by imported plants.

ART/ART HISTORY

- Draw figures in the Egyptian style, a naturalistic way, a tondo with three figures, a scene with many people, a self-portrait, people in motion with an emphasis on line.
- Design a tree of life, a mural.
- Paint symbols for a family, a symmetrical scene (mirror image), a flower in the style of Van Gogh.
- Create and name custom colors, a series of sketches from real life, a series of nature drawings, a landscape, and a quilt square.
- Interpret, discuss, and analyze famous works of art from the oldest in the world to modern works including cave paintings from Lascaux, Egyptian tomb frescos, Middle Eastern mosaics, Greek amphora paintings, Roman mosaics, illuminated manuscripts, Venetian Renaissance painters, paintings by Fra Angelico, Giotto, Masaccio, Botticelli, Raphael, Michelangelo, da Vinci, Correggio, van Eyck, Hals, El Greco, Lorrain, Hogarth, Turner, Corot, Monet, Van Gogh, West, Homer, Whistler, Remington, Dali, Hopper, and Rivera.
- Understand line, shape, pattern, texture, color, value, symmetry, composition, perspective and form.

COMPUTER SKILLS

- Use word processing and keyboard skills to create a research report.
- Identify validity and credibility of Web sites; evaluate knowledge of search strategies.
- Create different types of graphs; use tools in order to add, subtract, multiply, and divide data; create, copy, and paste formulas; use the sum and average functions.
- Navigate in a database; perform a simple search and a simple sort.
- Know, create, and define fields.
- Add images into slides; use transitions and animation in a slide show presentation.
- Introduce formatting tags in HTML; use HTML to create a Web page, including attribute tags, anchor tags, and links.

Attachment 7. School Calendar and Schedule

Central Indiana Academy will feature six 65-minute instructional periods per day for grades five through eight and seven 55-minute instructional periods per day for grades kindergarten through four. Each day also will include 30 minutes for lunch. For the younger grades, a recess period not to exceed 15 minutes will be built in the schedule at either the beginning or the end of a non-core class. School will run 8 a.m. to 3:30 p.m. Each day, students will receive one period of instruction in language arts, mathematics, science, and social studies. The other periods will be spread out over the course of the week and will include art, music, technology, independent study, and physical education.

Specific daily and weekly schedules have not been compiled, pending input from the principal/head of schools when he/she is hired.

2012-13 Central Indiana Academy Academic Calendar

July 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days						
Remediation Period						
Holidays/Breaks						
Summer Break						
End of Grading Period						

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Aug. 1 - First Teacher Day
- Aug. 2 - First Student Day
- Sept. 3 - Labor Day
- Sept. 10 to 13 - NWEA Testing

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Oct. 5 - End 1st Grading Period

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- Oct. 9 to 11 - Parent/Teacher Conf.

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Oct. 15 to 19 - Remediation
- Oct. 22 to 26 - Fall Break
- Nov. 22 to 23 - Thanksgiving Break

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Dec. 14 - End 2nd Grading Period

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- Dec. 17 to 21 - Remediation
- Dec. 24 to Jan. 4 - Winter Break
- Jan. 21 - MLK Day

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- Feb. 18 - President's Day
- March 4 to 13 - ISTEP Applied Skills
- March 18 to 22 - NWEA Testing
- March 22 - End 3rd Grading Period
- March 25 to 29 - Remediation

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- April 1 to April 12 - Spring Break
- April 29 to May 8 - ISTEP Multiple Choice
- May 27 - Memorial Day
- June 13 - Last Student Day

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Attachment 8. Enrollment Policy

The Central Indiana Academy will be a public charter school and is required by law to be open to any student wanting to attend. The school will have an open admissions procedure conducted in the following manner:

- Open enrollment period will be publicly advertised and last 8 weeks.
- Open enrollment will begin March 1, 2012.
- Open enrollment will end April 30, 2012.
- At the end of the open enrollment there will be a count of enrolled students. If there are more enrolled students than available spots then a transparent and open lottery process will be conducted. The lottery will be held separately for each grade level. Also, if capacity exceeds random selected students at advertised public meeting, it will be reviewed by an independent 3rd party and proper 10 day notice will be given to the charter authorizer.
- The lottery process will follow this procedure:
 - Grades 2 through 8 will have no more than 25 students with grades kindergarten and 1st capped at 20.
 - Registered students prior to April 30, 2012, will be assigned numbers to be randomly chosen in a lottery if required.
 - If a registered student prior to April 30, 2012, is randomly chosen in the lottery and has a *twin* in that same grade which was registered prior to April 30, 2012, he or she will be excluded from the lottery going forward and will be afforded an automatic spot in the school.
 - Names of registered students prior to April 30, 2012, who also have a *sibling* registered prior to April 30, 2012, in other grades will be excluded from the lottery and afforded an automatic spot in the school.
 - Any registered student whom does not get chosen by the lottery will be placed in order by grade on a waiting list. The order of the waiting list will be determined by an additional drawing of names.
 - A parent can remove his/her child from the waiting list at any time.

Students may withdraw from the school at any time and enroll in another public school as determined by school board policy.

A student and parent orientation meeting to acquaint them with the facility, procedures, and information that would be of benefit for the first days of school will take place prior to the opening of the school. This meeting can assist the recruitment process in disseminating information concerning the school and its programs throughout the community.

Attachment 9. Student Discipline Policy

The purpose of discipline in any human community is to maintain order so that specific objectives can be reached. Discipline at Central Indiana Academy School is based on the belief that any education worth pursuing is not only intellectual but also building in the whole child socially. When entering Central Indiana Academy School, there is an understanding that both the student and his/her parent are willing to comply by the rules and regulations set forth by the school. Students learn self-discipline by living in a community that sets high moral and ethical standards, explains and teaches those standards, and models them for students. Students also learn self-discipline by accepting responsibility when they fail to meet the community's standards of action.

Central Indiana Academy School reserves the right to do what is necessary and proper and to impose consequences for student conduct on and off of school grounds. Inappropriate actions by a student or students have a detrimental impact on the student body, teachers, staff, and Central Indiana Academy School as a whole. If a violation of the State's Criminal Code occurs in or on school property, near a school activity, or away from school and may affect the school's reputation and/or climate, the principal may turn the investigation over to the local police authority.

DISCIPLINE COUNCIL

The Disciplinary Council serves as an advisory council to the Principal in cases involving serious violations of school rules which could result in suspension and/or dismissal from Central Indiana Academy School. The Council is composed of the following members:

1. Two faculty members appointed by the faculty. Members must have a minimum of two years of teaching experience.
2. One faculty member, appointed by the principal.
3. Two members from the administrative team.

The Discipline Council protocol for the school year will be as follows:

1. The Disciplinary Council will convene discipline hearings as needed.
2. The Discipline Council will meet twice per semester to discuss discipline issues.
3. Teachers can submit discipline concerns to the Principal for the Council to discuss at their meetings.
4. The Assistant to the Principal will keep discipline records on each student that is handled.
5. The Discipline Council will be kept abreast of the status of students on the discipline probation list.
6. At the end of each quarter, the Discipline Committee will review the progress of each student on the probation list to determine the status of each student in question.
7. Any student accused of a violation of school rules and regulations which could result in the student's suspension or dismissal from the school will be given due process.

DUE PROCESS INCLUDES:

- a. Documentation provided to the Council describing the violation.
- b. An explanation of what the student is accused of being in violation of.
- c. An opportunity for the student, in the presence of the student's parents, to respond to the accusations before the Council for the purpose of making a recommendation on the matter to the Principal.

The Principal shall be responsible to make a final decision on all such matters and shall be final and binding on all parties.

ATTENDANCE

Daily attendance of each student is essential to his/her success at Central Indiana Academy School. Research shows that educational achievement is directly related to attendance. A student who misses a day of school misses a day of education that cannot be retrieved in its entirety. It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Students cannot be successful if absent over six (6) days during a school year. Exception to the rule would be a student with a prolonged illness, in which case the student may make-up work missed. **A doctor's note is required upon his/her return to school and must be turned into the front office.** Communication from the parent(s) or guardian to school officials is imperative in order to support the needs of the student and the school's attendance policy.

ABSENCE PROCEDURES

1. If a student is sick at home, parents should call the school's attendance line **TBD** by 9:00 a.m. for an excused absence. School officials will contact parents by 10:00 a.m. if no phone call is received.
2. If there are excessive absences which could lead to dismissal from Central Indiana Academy School, the student and his/her parent(s) or guardian must meet with school officials to address the issue.

Absence Progression Through the 2011 - 2012 School Year:

Fourth (4th) Absence – Phone and/or postcard will be sent home from the classroom teacher.

Sixth (6th) and Eight (8th) Absences – Letter sent home from the Attendance Office.

Tenth (10th) Absence – Student will be put on a corrective action plan by the school.

Any absence period of 3 or more consecutive days will count as 1 absence with documentation from the qualified health care provider (physician, physician's assistant, nurse practitioner).

TYPES OF ABSENCES

Exempted Absences (Does not count against attendance progression)

- School-sponsored Field Trips
- Administrators request
- Academic contests
- Funeral for an immediate family member
- A documented court appearance
- In-school suspensions
- Out-of-school suspensions
- Emergency medical/dental appointment
- Surgery

Excused Absences (Counts towards Absence Progression)

- Personal illness (note required upon returned)
- Funerals outside immediate family
- Medical, Dental, or legal appointments (these should be made outside of school time whenever possible. Appointment cards need to be turned in to school office upon the student's return to school)
- Family trips (when pre-approval is approved)
- An emergency at home

Unexcused Absences (Counts towards Absence Progression)

- Truancy from school
- Any absence not approved by the Administration

TARDIES

School starts immediately at 8:00 AM Sharp. You are considered tardy at 8:00 AM if you are not in your classroom. Doors will be locked at 8:00 AM.

If you are tardy, parents are required to bring their student into the building through the front entrance and sign them into school at the front reception desk. After 8:00 AM students are required to have a pass to get into class.

After 3 tardies, teachers will contact parents to discuss and to resolve the tardy issues. If there is no change, the student will be referred to the Principal.

TRUANCY

Truancy refers to situations where the student does not attend class as expected, or leaves the school without authorization, or willfully fails to attend school with or without the parent or guardian's knowledge.

DISCIPLINARY CATAGORIES

Definition of Terms:

Referral – Notification to the school administrator in charge of discipline by documentation that the student(s) are violating school rules and regulations. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

Teacher Detention – A teacher can require a student to attend a teacher detention times to be determined by the teacher and parent. Students will receive a 24-hour notice before serving a detention. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

Saturday School – The student is to report to Central Indiana Academy School from 7:30 am – 11:30 am. The student normally will serve the Saturday which will be held one time per month. Failure to serve or arriving late will merit further disciplinary action. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

In-school Suspension (ISS) – When a student is removed from the school classroom and works his/her class work in an isolated setting at the school. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

Out-of-school Suspension (OSS) – When the student is removed from the school and remains under the supervision of his/her parents or guardians for a period of time not exceeding ten (10) consecutive school days at one time. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

Social Probation – Means that a student has forfeited the privilege of participating or attend any extra-curricular activities of the school both on and off campus, for a specified period of time. Social probation issued to students will be determined by the Discipline Council where students have broken more severe rules and regulations listed in the school handbook. Notification to

parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

Expulsion – The permanent removal of a student from attendance at Central Indiana Academy School. The decision is made by the Principal based upon the recommendation of the Disciplinary Council. Notification to parent/guardian in writing (to be signed by the parent/guardian and returned the next school day) or via phone call.

I. LEVEL 1 OFFENSES

Level 1 offenses are the least serious infractions of the school code.

Sanctions may include:

- Detention
- Saturday School
- ISS

Level 1 Offenses:

1. Disruptive behavior in the classroom, public areas of the building, during assemblies and at school sponsored events not held at the school.
2. Not in compliance with Dress Code.
3. Instances of inappropriate public display of affection.
4. Use of electronic paging device, cellular phone, or any other electronic communications apparatus during school hours without consent.
5. Violation of Internet Users Agreement.
6. Disregards cafeteria procedures and regulations.
7. Directly and intentionally fails to follow the express instructions of any school authority (insubordination).

II. LEVEL 2 OFFENSES

Level 2 offenses are very serious violations but may not result in dismissal from the school, result in more serious disciplinary actions and dismissal if they are repeated.

Sanctions WILL include one or more of the following:

- Saturday School
- ISS
- OSS

Level 2 Offenses:

1. Use of vulgar and/or foul language. Could be a Level 1 Offense based on the discretion of the Principal.
2. Engages in a second or subsequent act of cheating or plagiarism.
3. Fighting and/or endangering the safety of others.
4. Bullying, which is excessive and unreciprocated teasing, taunting, or physical contact.
5. Hazing, which is defined as an act required for membership that encompasses a substantial risk of bodily harm.
6. Verbally abuses another student, faculty member, staff personnel, or administrator, including foul or offensive language/gestures.

7. Any physical act that may be perceived as threatening or intimidating.
8. Is in possession of another person's property or valuables without the consent of the owner. This includes acceptance of stolen or illegal goods in order to protect an individual from discovery. This could be referred to law enforcement agencies if it is categorized as a criminal offense.
9. Repeatedly violates offenses in Level 1.

III. LEVEL 3 OFFENSES

Level 3 offenses are those which are the most extremely serious violations of the school code and/or laws of the State of Indiana. These violations represent actions that are completely contrary to the dignity of the person involved and are considered to be intolerable by the school.

Sanctions WILL include one or more of the following:

- Immediate OSS
- Recommendation of Expulsion from Central Indiana Academy (recommendation goes to the Discipline Committee for review)

Level 3 Offenses:

1. In possession of firearm or any other weapon (knives, chains, etc.) within one thousand (1,000) feet of the school premises or premises at which a school-sponsored activity is taking place.
2. Who intentionally sets a fire, tampers, or activates a false alarm, or discharges any fire apparatus.
3. Who physically assaults, sexually harasses, or threatens to assault or harass any member of the school community, student, or adult.
4. Fighting.
5. Who provides drugs, narcotics, or controlled substance, or has in his possession sufficient quantities of drugs, narcotics, or controlled substances which would be deemed beyond what is intended for medical prescription use.
6. Who is under the influence of, or in possession of drugs, alcohol or any controlled substance on school premises, or at which a school-sponsored activity is taking place. See Drug and Alcohol Policy.
7. Destruction of school, faculty, staff, or of other students property (restitution will be required).
8. Who steals or is in possession of stolen goods.
9. In possession of explosives, or any incendiary device or who sprays or releases dangerous or harmful chemical substances.
10. Who, by verbal threats or intimidation of any kind, forces student(s) to turn over money, valuables, school projects and assignments, or perform other acts against the student's will.
11. Sexting (writing sexually explicit messages, taking sexually explicit photos or video images of themselves or others, and transmitting those photos and/or messages to their peers) via cell phone, computer, or any electronic device
12. Who repeatedly violates offenses in Level 2.

The absence of a behavior from these lists does not mean that the behavior is not a violation of the disciplinary code or cannot be punished. The school may take actions, initiate regulations or impose penalties not listed, when, in the opinion of the Principal, an activity or behavior could lead

to the disruption of the educational process, cause damage detrimental to the reputation of the school.

DRUG AND ALCOHOL POLICY

It is a violation of the disciplinary code of Central Indiana Academy School to possess, provide to another person, use, or be under the influence of any substance which is or contains amphetamines, alcohol, barbiturates, narcotic drugs, a stimulant, an intoxicant of any kind, marijuana, a depressant, or a hallucinogen. Tobacco in any form, Nonalcoholic beer and wine substitutes and drug look-alikes and substitutes are also in violation of school policy. This can occur:

- a. On school grounds, immediately before, during, and immediately after school hours and at any other time when a school group is using the school.
- b. Off school grounds at a school-sponsored activity, function, or event.
- c. Traveling to or from a school activity, function, or event.

SANCTIONS:

1. The student will be subjected up to ten (10) day suspension from school.
2. The student will be excluded from school and a conference will be set up with the parent/guardian and school administration.
3. Based on the severity and multiple occurrences, expulsion could be recommended. This could be referred to law enforcement agencies if it is categorized as a criminal offense.

POLICY ON SEARCH AND SEIZURE

Central Indiana Academy School recognizes that students maintain their rights of privacy while attending school and those rights include the right to be free from unreasonable searches by school personnel. These rights will not be disturbed unless it is necessary to do so to enforce the law or school rules. In all circumstances, students shall be treated with dignity and respect.

1. **General** – Certified school personnel may search a student’s person, locker, book bags, or desk if there are reasonable grounds for that search.
2. **Search of Student’s Person** – A search of a student’s person may occur only if reasonable grounds exist for the search. Searches of a student’s person shall be limited to (1) searching the pockets of the student; (2) searching any object in the student’s possession such as a purse, book bag; (3) a “pat down” of the student’s clothing. This will be done with two (2) or more school officials present.
3. **Search of Student Lockers** – All lockers/storage areas provided for student use on school premises remain the property of the school and are provided for the use and convenience of the students. The principal or a member of the administrative staff designated in writing by the principal may search a particular student’s locker and its contents if there are reasonable grounds for that search. If possible, the student whose locker is searched shall be present at the time of search. This will be done with two (2) or more school officials present.
4. **Law enforcement may conduct random searches per state and local policies.**

HARASSMENT POLICY (Sexual/Racial/Bullying)

Harassment is defined as follows: unwelcome advances, inappropriate verbal comments or physical conduct of a threatening nature when made by any student(s) and/or faculty/staff to another student(s) on school property or at any school-related function.

1. Sexual Harassment

- a. Is defined as follows: unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any students to another student, or by any faculty/staff to another student.
2. Unwelcome Conduct of a Sexual Nature
 - a. Conduct of a sexual nature may include verbal or physical sexual advances and/or comments regarding physical or personality characteristics of a sexual nature.
 - b. Verbal or physical conduct of a sexual nature constitutes sexual harassment when the allegedly harassed faculty/staff member or student has indicated, by his or her conduct or verbal objection, that it is unwelcome.
 - c. Any faculty/staff member or student who has initially welcomed such conduct by active participation with another person must give specific notice to the other person(s) that such conduct is no longer welcome.
3. Racial Harassment
 - a. Shall consist of unwelcome, derogatory, and/or inappropriate verbal or physical comments or conduct of a racial, ethnic or national origin nature (“racial nature”) made by any employee, by any student to another student, by any student to an employee, or engaged in by volunteers and/or non-employees over which the school has control of their behavior while on school property or at any school-related function.
 - b. Submission to such comments or conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education.
 - c. Submission to or rejection of such comments or conduct by an individual is used as a basis for academic or employment decisions affecting that individual.
 - d. Such comments and/or conduct have the purpose or effect of interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.

Comments or conduct of a racial nature may include verbal or written comments or physical gestures regarding physical or personality characteristics of a racial nature. Verbal or physical comments or conduct of a racial nature constitutes racial harassment when the allegedly harassed employee had indicated, by his or her conduct or verbal objection that it is unwelcome.
4. Sexual Orientation/Identity & Gender Harassment
 - a. Shall consist of unwelcome, derogatory, and/or inappropriate verbal or physical comments or conduct made by any employee, by any student to another student, by any student to an employee, or engaged in by volunteers and/or non-employees over which the school has control of their behavior while on school property or at any school-related function.
 - b. Submission to such comments or conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education.
 - c. Submission to or rejection of such comments or conduct by an individual is used as a basis for academic or employment decisions affecting that individual.
 - d. Such comments and/or conduct have the purpose or effect of interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or offensive employment or educational environment.
 - e. Comments or conduct of a sexual orientation/identity/gender nature may include verbal or written comments or physical gestures regarding physical or personality characteristics of such nature.

- f. Verbal or physical comments or conduct of a sexual orientation/identity/gender nature constitutes harassment when the allegedly harassed employee had indicated, by his or her conduct or verbal objection that is unwelcome.
5. Bullying
- a. Is the excessive and unreciprocated teasing, taunting or physical contact by a student or employee. Bullying is making fun of, putting down or threatening another person. Bullying is cruel, mean and unacceptable. Bullying is a form of violence. It can hurt a person in emotional and physical ways.

COMPLAINT PROCEDURE

1. Any student(s) who alleges harassment by another student(s), faculty/staff and/or witnesses such conduct in the school should file a complaint with the proper administrative authority. All reports will be kept in strict confidence.
2. The proper administrative authority will thoroughly investigate all reports of alleged harassment.
3. Any person who knowingly files false charges in an attempt to demean, harass, abuse or embarrass that individual will be subject to disciplinary action.

WEAPONS, FIREARMS, FIREWORKS

- A. Possession and/or use of weapons, to include knives of any kind, clubs, chains, or any device considered a weapon by the Central Indiana Academy Administration, firearms or fireworks is prohibited. Violation will result in immediate out-of-school suspension and a hearing with the discipline committee. Exceptions made for academic purposes under discretion and with prior written approval from the principal.
- B. Gun-Free Schools
 - a. Students are prohibited from bringing firearms to school and school functions. Further, students are prohibited from possessing firearms on route to or from school or school activities or on school property or busses. (Indiana Code 20-8.1-5-4(b) (1). A violation of this policy carries an automatic expulsion from school and dismissal from Central Indiana Academy School. This penalty supersedes any penalty which may be attributed by Central Indiana Academy Student Handbook. Law enforcement authorities will be notified immediately if a student brings a firearm or destructive device onto school property and/or busses or is in possession of a firearm or destructive device on school property and/or busses.

For purposes of this policy the term “firearm” means:

1. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any such weapon.
3. Any firearm muffler or firearm silencer or antique firearm.

For the purposes of this policy the term “destructive device” means:

1. Bomb;
2. Grenade;
3. Rocket having a propellant charge of more than four ounces;
4. Missile having an explosive or incendiary charge of more than one-quarter ounce; and
5. Device similar to any of the devices described in the preceding clauses.

Attachment 10. Staffing Chart

Following is the Central Indiana Academy proposed staffing chart for the first five years.

Central Indiana Academy Staffing - Year 1

Position Description	Number of Staff Per Position
Head of School	1
Business Manager	1
Administrative Assistant	1
Teaching Staff (9 class/1 Special ed)	10
Classroom assistants	3
School Nurse	0.5
Custodial	0.5

Central Indiana Academy Staffing - Year 2

Position Description	Number of Staff Per Position
Head of School	1
Business Manager	1
Administrative Assistant	1
Teaching Staff (9 class/1 Special ed)	10
Classroom assistants	3
School Nurse	0.5
Custodial	0.5

Central Indiana Academy Staffing - Year 3

Position Description	Number of Staff Per Position
Head of School	1
Assistant Head of School	1
Business Manager	1
Administrative Assistant	1
Teaching Staff (9 class/1 Special ed)	13
Classroom assistants	6
School Nurse	0.5
Custodial	0.5

Central Indiana Academy Staffing - Year 4

Position Description	Number of Staff Per Position
Head of School	1
Assistant Head of School	1
Business Manager	1
Administrative Assistant	1
Teaching Staff (9 class/1 Special ed)	13
Classroom assistants	6
School Nurse	0.5
Custodial	0.5

Central Indiana Academy Staffing - Year 5

Position Description	Number of Staff Per Position
Head of School	1
Assistant Head of School	1
Business Manager	1
Administrative Assistant	1
Teaching Staff (9 class/1 Special ed)	13
Classroom assistants	6
School Nurse	0.5
Custodial	0.5

Attachment 11. Personnel Policy

Not applicable. As explained in the proposal narrative, we have not yet fully developed personnel policies or an employee manual.

Attachment 12. Head of School/Principal and Faculty Evaluation Tools

Not applicable. As explained in the proposal narrative, while we have some general areas we would target for evaluation, we have not fully developed the methodology.

13. Articles of Incorporation, Board Bylaws and Policies

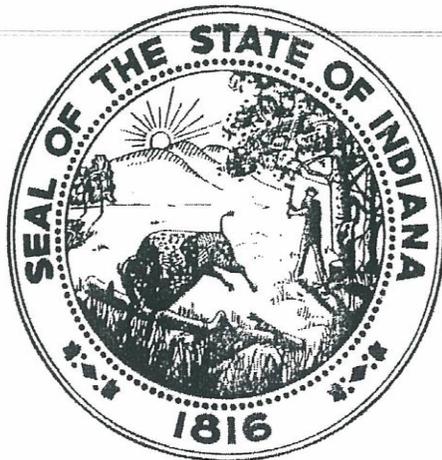
Following are Parent Advocates for Gifted Education Inc.'s Articles of Incorporation, 501(c)(3) Letter of Determination from the Internal Revenue Service and Bylaws.

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
PARENT ADVOCATES FOR GIFTED EDUCATION, INC.

I, SUE ANNE GILROY, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, October 01, 2002.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 1, 2002.

Sue Anne Gilroy

SUE ANNE GILROY,
SECRETARY OF STATE



ARTICLES OF INCORPORATION / NONPROFIT CORPORATIONS

State Form 4162 (R9 / 03-97) Corporate Form No. 384-1 (October 1964)
Approved by State Board of Accounts 1995

SUE ANNE GILROY
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

RECEIVED
INDIANA SECRETARY
OF STATE

Indiana Code 23-17-3-2

2002 OCT -1 AM 11:42

- INSTRUCTIONS:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Filing Fee \$30.00 made payable to Indiana Secretary of State
 3. Article VII must be completed appropriately. Please see (1) above.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (*hereinafter referred to as the "Corporation"*) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (*hereinafter referred to as the "Act"*), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Parent Advocates for Gifted Education, Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address	City	Indiana	ZIP code
1325 W. 300 N.	Lebanon	Indiana	46052

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

The purpose of this corporation is to promote educational opportunities for gifted student's grades K-12 in the Lebanon Community School Corporation.

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
 religious corporation, which is organized primarily or exclusively for religious purposes; or
 mutual benefit corporation (*all others*).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent			
Kathy Richards			
Address of Registered Office (street or building)	City	Indiana	ZIP code
1325 W. 300 N.	Lebanon	Indiana	46052

ARTICLE V - Membership

Indicate if Corporation will have members:

- Yes No

(Continued on the reverse side)

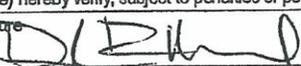
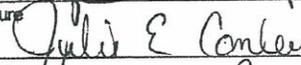
ARTICLE VI - Incorporator(s)				
Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Douglas R. Mark	40 S 300 W	Lebanon	IN	46052
Julie E Conley	2963 Elizaville Rd	Lebanon	IN	46052
Katheryn Richards	1325 W 300 N	Lebanon	IN	46052

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

see attached

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

I (we) hereby verify, subject to penalties of perjury, that the facts contained herein are true. (Notarization not necessary)	
Signature 	Printed name Douglas R. Mark
Signature 	Printed name Julie E. Conley
Signature 	Printed name Katheryn A. Richards

This instrument was prepared by: (name) Julie Conley			
Address	City	State	ZIP code
2963 Elizaville Rd	Lebanon	IN	46052

Article VII – Distribution of Assets on Dissolution or Final Liquidation

- a. This organization is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- b. No part of the net earnings of the organization shall inure to the benefit of , or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- c. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, Any such asset not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Form **8718**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**User Fee for Exempt Organization
Determination Letter Request**
▶ Attach this form to determination letter application.
(Form 8718 is NOT a determination letter application.)

OMB No. 1545-1798
For IRS Use Only
Control number _____
Amount paid _____
User fee screener _____

1 Name of organization: **Parent Advocates for Gifted Education, Inc.**
2 Employer Identification Number: **30 0118892**

Caution. Do not attach Form 8718 to an application for a pension plan determination letter. Use Form 8717 instead.

- 3 Type of request Fee
- a Initial request for a determination letter for:
 - o An exempt organization that has had annual gross receipts averaging not more than \$10,000 during the preceding 4 years or
 - o A new organization that anticipates gross receipts averaging not more than \$10,000 during its first 4 years ▶ **\$300**
- Note. If you checked box 3a, you must complete the Certification below.

Certification

I certify that the annual gross receipts of Parent Advocates for Gifted Education, Inc.
name of organization

have averaged (or are expected to average) not more than \$10,000 during the preceding 4 (or the first 4) years of operation.

Signature ▶ Paula S. Hudson Title ▶ President

- b Initial request for a determination letter for:
 - o An exempt organization that has had annual gross receipts averaging more than \$10,000 during the preceding 4 years or
 - o A new organization that anticipates gross receipts averaging more than \$10,000 during its first 4 years . ▶ **\$750**
- c Group exemption letters ▶ **\$900**

Instructions

The law requires payment of a user fee with each application for a determination letter. The user fees are listed on line 3 above. For more information, see Rev. Proc. 2006-8, 2006-1 I.R.B. 245, or latest annual update.

Check the box or boxes on line 3 for the type of application you are submitting. If you check box 3a, you must complete and sign the certification statement that appears under line 3a.

Attach to Form 8718 a check or money order payable to the "United States Treasury" for the full amount of the user fee. If you do not include the full amount, your application will be returned. Attach Form 8718 to your determination letter application.

Generally, the user fee will be refunded only if the Internal Revenue Service declines to issue a determination.

Where To File

Send the determination letter application and Form 8718 to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. If you want your organization to be recognized as tax-exempt by the IRS, you are required to give us this information. We need it to determine whether the organization meets the legal requirements for tax-exempt status.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating

to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of Form 8718 are covered in section 6104.

The time needed to complete and file this form will vary depending on individual circumstances. The estimated average time is 5 minutes. If you have comments concerning the accuracy of this time estimate or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Internal Revenue Service, Tax Products Coordinating Committee, SE:W:CAR:MP:T:T:SP, 1111 Constitution Ave. NW, IR-6406, Washington, DC 20224. Do not send this form to this address. Instead, see *Where To File* above.

Attach Check or Money Order Here

P.A.G.E., INC. PH. 765-482-9760 1019 BROOKSIDE DR. LEBANON, IN 46052-1933	640 20-104/740 5794A
DATE <u>9/17/2009</u>	
PAY TO THE ORDER OF <u>United States Treasury</u> \$ <u>300.00</u> <u>Three hundred and</u> <u>no</u> <u>100</u> DOLLARS	
 KeyBank National Association Lebanon, Indiana 46052 1-888-KEY4BIZ® Key.com®	
FOR <u>501c3 Filing EIN 30 0118892</u> <u>Paula S Hudson</u>	

Form 8718 (6-2006)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 05 2010

PARENT ADVOCATES FOR GIFTED
EDUCATION INC
C/O PAULA HUDSON
1019 BROOKSIDE DR
LEBANON, IN 46052-1883

Employer Identification Number:
30-0118892
DLN:
17053300336019
Contact Person:
CYNTHIA ROBINSON ID# 31517
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
April 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
October 23, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

PARENT ADVOCATES FOR GIFTED

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Exhibit A
BYLAWS

OF

Central Indiana Academy

ARTICLE I

General

Section 1. Name. The name of the corporation is Parent Advocates for Gifted Education Inc. (the "Corporation").

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 1019 Brookside Drive, Lebanon, IN. The initial registered agent in charge of the initial registered office is Paula Hudson.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of August 2011 and end on the last day of July 2012 next succeeding. (Alternative is calendar year)

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than five (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 two (2) 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 six (6) years 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. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of

¹ **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.

the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived 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. 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 _____ consecutive meetings or from at least _____ percent (~~_____~~ %) 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. An officer may not simultaneously hold more than one (1) office. 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 for cause as that term is defined herein in Article II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected 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

(Optional Provision. May be necessary or requested by OCS if Charter School has a Board of Advisors which functions as a body separate from governing board and to which governing board wishes to delegate certain functions or responsibilities. This proposed provision would give the Advisory Board cognizable legal status under Indiana's corporate statutes regarding committee participation in corporate governance)

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, 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

(The presence of this article will typically be helpful in recruiting board members)

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.

Attachment 14. Statement of Assurances

Below is the completed and signed Statement of Assurances.

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of

Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

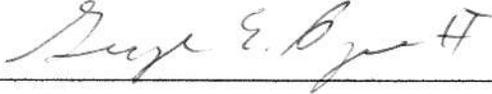
11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Print Name and Sign

George E. Piper II

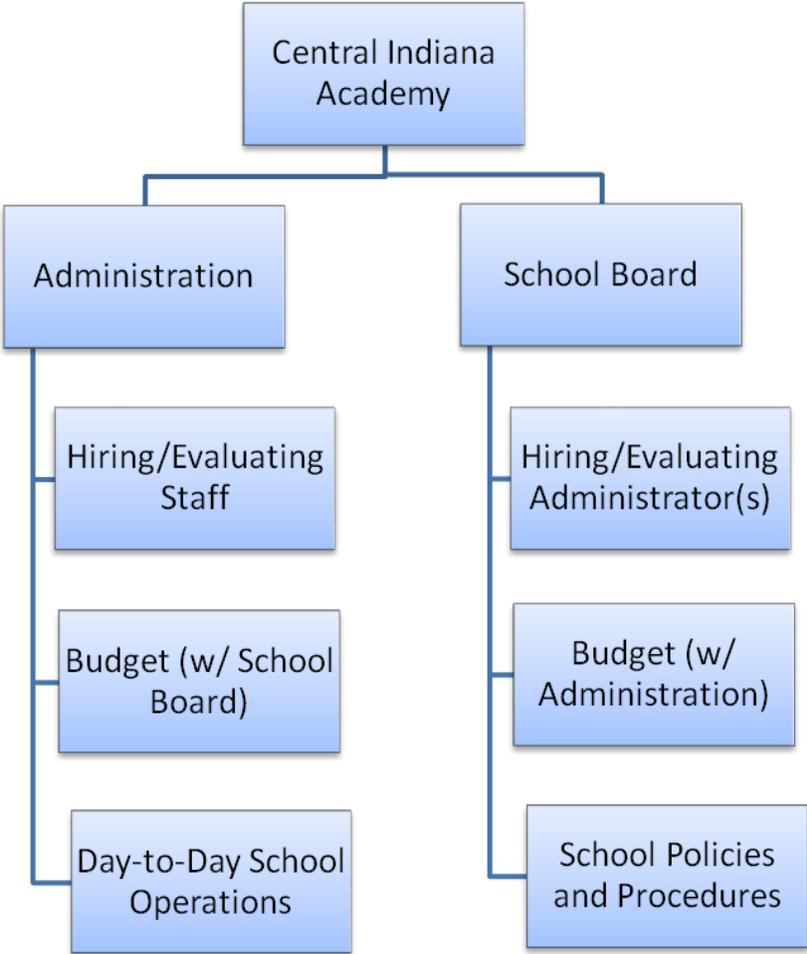


Date

10/31/2011

Attachment 15. Organization Charts

Below is a general overall organizational chart for Central Indiana Academy.



Attachment 16. Board Member Information

Not applicable. As explained in the proposal narrative, we have not filled these positions. The qualifications and timeline are explained in the narrative.

Attachment 17. Code of Ethics and Conflict of Interest

All Central Indiana Academy board members must demonstrate evidence of:

- Understanding of their fiduciary responsibility
- Dedication to furthering the vision and mission of the school
- Expectation that all children can and will realize high levels of academic achievement
- Ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure

A board member should honor the high responsibility which his/her membership demands by:

- Thinking always in terms of "children first";
- Understanding that the basic function of the school board member is "policy-making" and not "administrative, and by accepting the responsibility of learning to discriminate intelligently between these two (2) functions;
- Accepting the responsibility along with his/her fellow board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- Refusing to "play politics" in either the traditional partisan, or in any petty sense; representing at all times the entire school community;
- Accepting the responsibility of becoming well informed concerning the duties of board members, and the proper functions of charter schools;

A school board member should respect his/her relationships with other members of the board by:

- Recognizing that authority rests only with the board in official meetings, and that the individual member has no legal status to bind the board outside of such meetings;
- Recognizing the integrity of his/her predecessor and associates and the merit of their work;
- Refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the board as a whole;
- Making decisions only after all facts bearing on a question have been presented and discussed;
- Respecting the opinion of others and by graciously conforming to the principle of "majority rule;"
- Refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend.

A school board member should maintain desirable relations with the principal/head of schools and his/her staff by:

- Striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- Giving the principal/head of schools full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- Acting only upon the recommendation of the principal/head of schools in matters of employment or dismissal of school personnel;
- Having the principal/head of schools present at all meetings of the board except when his/her contract and salary are under consideration;
- Referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution;
- Striving to provide adequate safeguards around the principal/head of schools and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- Presenting personal criticisms of any employee directly to the principal/head of schools.

A school board member should meet his/her responsibilities to his/her community by:

- Attempting to appraise fairly both the present and future educational needs of the charter school;
- Regarding it as a major responsibility of the board to interpret the aims and the methods of the charter school;
- Insisting that all school business transactions be on an open, ethical, and above-board basis;
- Seeking adequate financial support vigorously for the schools;
- Refusing to use his/her position on a school board in any way whatsoever for personal gain or personal prestige;
- Refusing to discuss personnel matters or any other confidential business of the board in his/her home, on the street, or in his/her office;
- Winning the community's confidence that all is being done in the best interests of school children.

Board members shall perform their official duties in a manner free from any possible criticism or prejudice or self interest. To this end:

- Every effort shall be made to avoid the possibility of a claim being made that an individual participated in reaching a decision on a matter in which s/he had either a direct or an indirect financial interest of a substantial nature;
- Each member of the board shall resist every temptation and outside pressure to use his/her position as a board member to benefit either himself/herself or any other individual or agency apart from the total interest of the charter school;
- When a member of the board determines that the possibility of a personal interest conflict exists, s/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of record in the minutes of the board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon; (I.C. 35-44-1-3)
- No member of the board may obtain, for at least one (1) year after termination of service on the board, a pecuniary interest in any charter school related contract or purchase which was approved during his/her tenure.

All matters in which there is a disclosed conflict of interest shall require approval by a vote of the full membership without the vote of the member making the disclosure.

Attachment 18. Education Service Provider (ESP) Documentation

Not applicable. We are not using a Charter Management Organization or other Education Service Provider.

19. Evidence of Support from Community Partners

Attached are support letters for the Central Indiana Academy. Note: The letters here also were used in our 2010 submission to Ball State University Office of Charter Schools, and had been addressed as such.



State of Indiana

Senate

Senator Phil Boots
P. O. Box 793
Crawfordsville, Indiana 47933
(317) 234-9054

Committees:
Pensions & Labor, Chairman
Local Government, R.M.
Appropriations
Homeland Security, Transportation & Veterans Affairs
Public Safety Subcommittee

June 15, 2010

Dr. Larry Gabbert
Office of Charter Schools
Ball State University
TC 910
Muncie, IN 47306

Dr. Gabbert:

I am aware that a non-profit organization known as Parent Advocates for Gifted Education is applying to your office to locate a charter school in Boone County. I appreciate this opportunity to give my full support to your approval of this application. I believe that the founders of this organization have identified a need for a more challenging curriculum for K-8 students in the Boone County and surrounding area than that currently available. As a result of recent funding cutbacks, the Lebanon school system terminated their academy for gifted students but the interest and need for these highly motivated and high-ability students remains and will be fulfilled by this charter school.

Please contact me if I can provide any further information in support of this application.

Sincerely,

A handwritten signature in black ink that reads "Phil Boots".

Phil Boots
District 23



STATE OF INDIANA
HOUSE OF REPRESENTATIVES

THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Jeffrey A. Thompson
6001 North State Road 39
Lizton, IN 46149

E-mail: H28@in.gov
Website: www.in.gov/h28

COMMITTEES:
Education
Ways and Means

June 11, 2010

Dr. Larry Gabbert
Director, Office of Charter Schools
TC 910
Ball State University
Muncie, IN 47306

Dear Dr. Gabbert,

As a veteran teacher at a local high school I understand the importance of providing students with a quality education from an early age. That is why I am excited about the Parent Advocates for Gifted Education (PAGE) application for a charter school in Boone County. While I recognize that Boone County has several superb school corporations, I feel that this school will only improve educational quality in the county by expanding options for families

As I have talked to the members of PAGE, I have been impressed by their vision for the school's role in the community. They realize that a rigorous curriculum that integrates creative and critical thinking skills is vital to ensuring a progressive 21st century learning environment.

The school will focus on helping students develop skills necessary for succeeding in today's high tech economy. The curriculum will introduce children to foreign languages at an early age. I am confident that this charter school will do an excellent job of preparing young people for success in high school.

For these reasons I strongly support the application by PAGE for a charter from Ball State University. I believe this will be an exciting development for the families of Boone County. Feel free to contact me with any further questions. I can be reached at my statehouse office at (317) 232-9790 or by e-mail at h28@in.gov.

Sincerely,

A handwritten signature in cursive script that reads "Jeff Thompson".

Jeffrey A. Thompson
State Representative

JT:AD



C. S. DATS ACCOUNTANCY CORP.

Certified Public Accountant
1915 N. Lebanon Street
Lebanon, IN 46052 • 765-482-3500

Member
Indiana CPA Society
American Institute of CPAs
Fax: 765-483-5200

May 19, 2010

Dr. Larry Gabbert
Director, Office of Chartered Schools
TC 910
Ball State University
Muncie, IN 47306

Re: Chartered School for Boone County

Dear Dr. Gabbert

Our firm has been in business in Lebanon for over 45 years.

I have two (2) sons who have attended Lebanon schools and have a grandson still attending Lebanon High School. I moved to Lebanon originally because of the school system and what it could offer my boys.

However, everything changes over time. Dr. Paul Parkinson, when head of the school of accounting, reminded us of this repeatedly.

In today's environment I believe a Charter School would be of immense value to Boone County at this time. Today's children must be taught to think outside the box. The ability to process information in today's information age is almost a required ability. The leader's of the future will require these abilities. As an educator you understand the need to learn these abilities early in life so they become almost second nature to your thought processes.

A charter school is designed to constantly challenge the students to train and educate them in these future leader skills and abilities. There is a difference between an environment where learning is geared to teach all children to pass standard exams and an environment where all students are being challenged so as to motivate their personal abilities on a continuing basis.



Dr. Larry Gabbert

-2

May 19, 2010

Based on the above I personally believe that a charter school, for at least grades K-8, would be a very strong asset addition for the existing residents of Boone County. It would also enhance the abilities of Boone County to attract new business and thus enhance the growth of Boone County.

Article by Morton Marcus, in newspaper dated May 6, 2010, set forth the existing fantastic environment in Boone County and the addition of the charter school would do nothing but enhance this future. This is not trying to say Boone County is the best but to say that everything and everyone always needs to be constantly striving to improve in today's environment. You can't stand still. You either have to improve or you will be digressing because of the environment of the world today.

I personally believe that a Charter School, under the leadership of Ball State University, can do nothing but improve the educational opportunities for the leader's of tomorrow in Boone County today.

Sincerely,

A handwritten signature in black ink that reads "C. S. Oats".

C. S. Oats, CPA

1406 Morningside Dr.
Lebanon, Indiana 46052
June 16, 2010

Dr. Larry Gabbert
Director, Office of Charter Schools
TC 910
Ball State University
Muncie, Indiana 47306

Dear Dr. Gabbert,

As a long time resident of Boone County and, especially, as a retired elementary school teacher here, I feel we have a great need for a public charter school in our area. Our public schools have become more regimented over the years with little chance for creativity or deviation from the very routine basics. Education seems focused on the minimum requirements while emphasizing the improvement of below-average abilities. Classes are becoming larger, further prohibiting teachers from having the time necessary to reach the needs of all students. Creative and critical thinking skills appear overlooked as schools focus on the basic requirements.

We have children in our schools now who are exposed to what is happening world wide. They are well aware of environmental, political, economic and social problems----far more than when I was a school-age child. Furthermore, many of these children show a great interest in how adults handle these problems and many have plausible ideas of their own. These children need to develop their critical thinking skills as future leaders and "doers". This process needs to begin in our elementary classrooms so our children will be prepared for the upper grades. Knowledge, rhetoric and logic need to be part of daily learning.

Please consider Boone County as a place to advance these skills through a charter school offering. We have the interest. We have the community support. We definitely have the children who possess a love of learning and are eager to move beyond the basic education now offered in our public schools.

Sincerely,



Marjorie E. Burris

May 31, 2010

Christina Starace Williams
1009 Brookside Drive
Lebanon, IN 46052

To Whom It May Concern:

I am writing to indicate my unequivocal support for the development of a new charter school in Lebanon. Following the unfortunate decision of the school board in April 2009 to discontinue the Academy at Stokes, parents with High Ability children no longer have a choice in the kind of program offered to their children in our public schools. The breach of trust was so great in the way that the school board handled the Academy situation that we decided to enroll our children in a private school in Indianapolis. Although we are happy with our choice, we realize that not every family has this option. A charter school in Lebanon could provide the community with a much needed alternative to the current public schools.

Having seen what some of the charter schools have been able to accomplish in Indianapolis, I am optimistic about the possibilities of what could happen here in educating our future generations. While working on a graduate project on the subject of charter schools, I interned at one of Indianapolis' highest performing charters, The Charles A. Tindley Accelerated School. With that experience and research, I've seen the difference school choice can make. The charter school took kids who had supportive parents at home, yet had failed miserably in the regular public school programs, and put them in an accelerated program. Last year, one hundred percent of the graduating class went to a 4-year college. The valedictorian turned down a full ride to Notre Dame in favor of a full ride at SMU. Others chose Wabash, Purdue, I.U. and Ball State. Their success had everything to do with being challenged and encouraged to learn at school in a quality educational program.

Lebanon desperately needs this kind of program for its elementary school children. The stories I hear about high ability children not being served in our district are shameful. These children need to be challenged at their level of learning just as every other child does. I believe that a charter school with this emphasis in mind would provide what is currently lacking in our school system, and would likely improve the performance of the other schools by virtue of the competition that its existence will provide.

Thank you for your consideration of this important matter.

Sincerely,



Christina Starace Williams



SCOPELETIS, GARVIN, LIGHT, HANSON & FEARY
ATTORNEYS AT LAW

INDIANAPOLIS

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RONALD J. MORELOCK
rmorelock@scopeletis.com

10 W. Market Street, Suite 1500 Indianapolis, Indiana 46204
phone (317) 637-1777 fax (317) 687-2414
www.scopeletis.com

May 14, 2010

Dr. Larry Gabbert
Director, Office of Charter Schools
TC 910
Ball State University
Muncie, IN 47306

Re: Charter School Support

Dear Mr. Gabbert:

We are writing as parents and community members to whole-heartedly support approval of the charter of the Academy in Lebanon, Indiana. We have lived, volunteered and worked in Lebanon for almost 20 years. Ron is an Indianapolis-area attorney and has served on the Lebanon Public Library Board, the Board of Directors for the Lebanon Area Boys and Girls Club, and as an eight year member of the Lebanon Community School Corporation (LCSC) Board of Trustees. Jill, a certified math teacher, has served on the Board of the Presbyterian Preschool Ministry, volunteered countless hours in the classrooms of the LCSC, and currently works at Lebanon High School in math remediation. All four of our children have attended Lebanon Schools and our oldest is currently a freshman at Brebeuf Jesuit.

We are very familiar with this great community, its strengths and its educational opportunities. We recognize the public schools here have been critical in building a strong sense of community in Lebanon for many. However, we also recognize that other families have left the community, or stayed and opted out of the public school system because of frustration over a lack of programming options, especially for academically advanced children. Indeed, recent LCSC budgetary cuts have further limited opportunities for those children, especially at the K-8 level. We strongly believe that a public school option that emphasizes higher-level reasoning, nurtures creativity, and is academically rigorous will provide a much needed alternative for the entire community.

Page 2
May 14, 2010

We have attended several meetings where the new charter school has been discussed and we are excited about the vision of the planning team. We believe that the academic model proposed by this active and highly motivated group of community members will target the challenges highly motivated students experience and will allow them to reach their full potential. We also strongly believe that interested students deserve a real chance to experience classrooms offering a foreign language, curriculum designed to hone their critical thinking skills, and teachers working with smaller size classes and high expectations for success throughout their educational careers. With this charter, these options will be available before the high school years.

With three I-65 exits (and just a short 15 to 20 minute drive from Zionsville/ Northwest Indianapolis to the south and Frankfort to the north), Lebanon is well positioned to attract a great many diverse families from all walks of life who would like to experience a progressive 21st century learning environment for their children. We believe that this charter will not only keep families in Lebanon, but will attract new families to our great community and be an overwhelming success in a short period of time. We strongly urge the Office of Charter Schools at Ball State University to approve the preliminary proposal for a Charter in Lebanon, Indiana, so that our community can offer this amazing educational option to our families and children.

Thank you for your consideration. Please feel free to contact us at 765-482-5916.

Sincerely,



Ron & Jill Morelock

/RJM

Dr. Larry Gabert
Director
TC910
Ball State University
Muncie, IN 47306

Dear Mr. Gabert,

I am writing today to encourage and support the proposed Lebanon Charter School. My husband Dan and I have known Alex and Kim Andrews for several years and they are dedicated professionals that support our community. There is a need for schools like the charter school and people like the Andrews to make our children's future bright. We have owned our own aviation business for over 20 years and understand the need for diverse educational opportunities. We encourage you to consider our community and friends for the proposed Lebanon Charter School.

Sincerely,
Dan and Andi Montgomery
Montgomery Aviation, Inc.



Harold "Huck" Lewis, Mayor
City of Lebanon

June 21, 2010

Dr. Larry Gabbert
Director, Office of Charter Schools
TC 910
Ball State University
Muncie, IN 47306

Dear Dr. Gabbert,

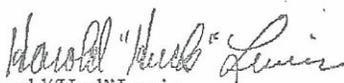
It is with great pleasure that I write in support of the possible formation of a Charter School in Lebanon, IN. I am encouraged by this group of parents who so passionately want to create a school for our youth.

This will open the gate to provide an additional public school of choice in our community. The freedom of choice should be available to everyone.

A Charter School will make a vital contribution to our community and provide an excellent opportunity for students to be prepared for their future in a very competitive world marketplace.

Thank you for giving this your sincere consideration.

Sincerely,

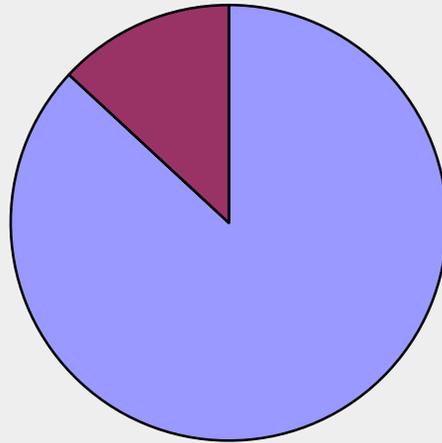

Harold "Huck" Lewis
Mayor, City of Lebanon, IN

Lebanon Academy Feasibility study

Would you be interested in a public charter school that encompasses the above stated mission statement and goals?

Answer Options	Response Percent	Response Count
Yes	86.9%	152
No	13.1%	23
<i>answered question</i>		175
<i>skipped question</i>		0

Would you be interested in a public charter school that encompasses the above stated mission statement and goals?

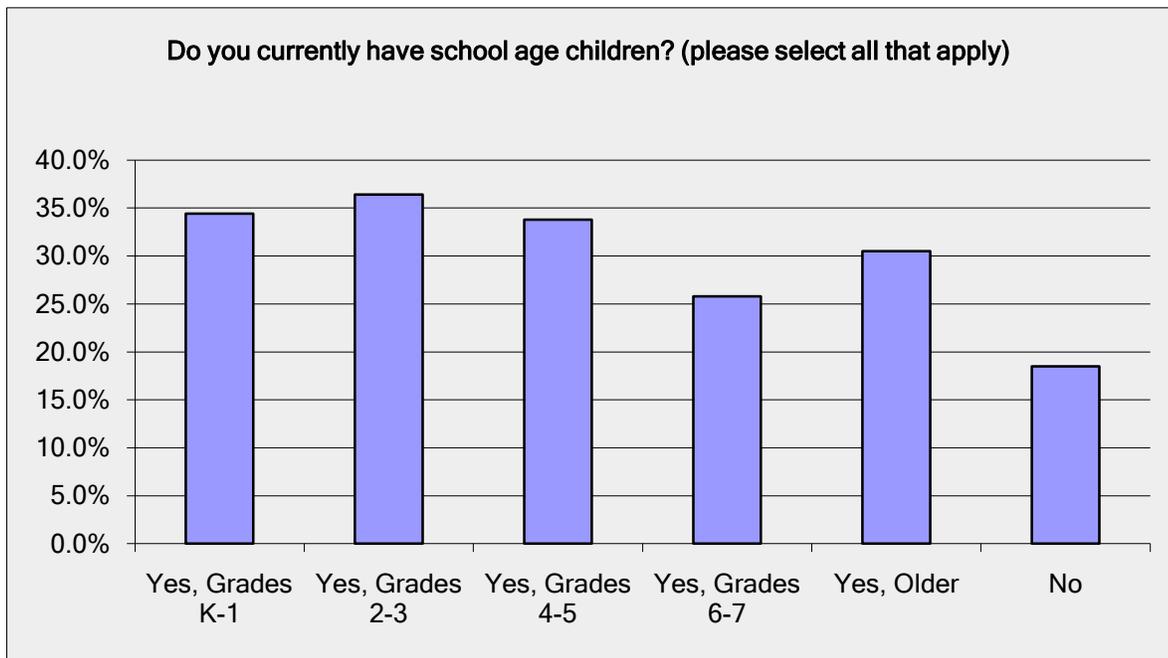


■ Yes
■ No

Lebanon Academy Feasibility study

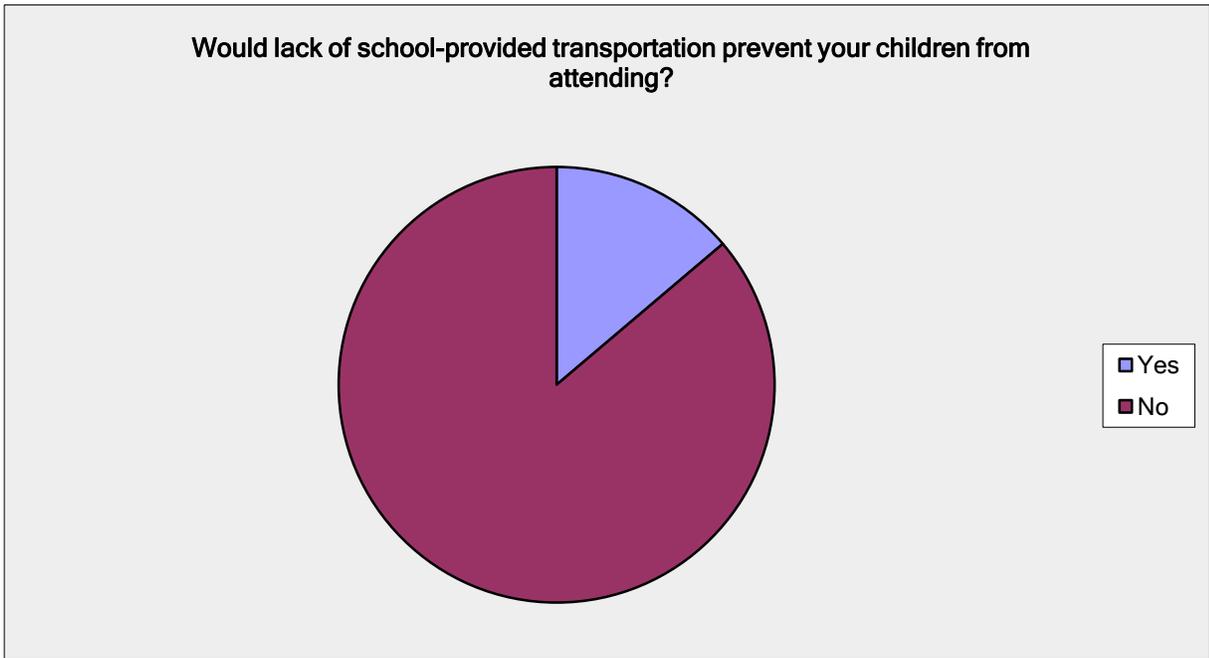
Do you currently have school age children? (please select all that apply)

Answer Options	Response Percent	Response Count
Yes, Grades K-1	34.4%	52
Yes, Grades 2-3	36.4%	55
Yes, Grades 4-5	33.8%	51
Yes, Grades 6-7	25.8%	39
Yes, Older	30.5%	46
No	18.5%	28
<i>answered question</i>		151
<i>skipped question</i>		24



Lebanon Academy Feasibility study

Would lack of school-provided transportation prevent your children from attending?		
Answer Options	Response Percent	Response Count
Yes	13.8%	17
No	86.2%	106
Comments?		21
<i>answered question</i>		123
<i>skipped question</i>		52

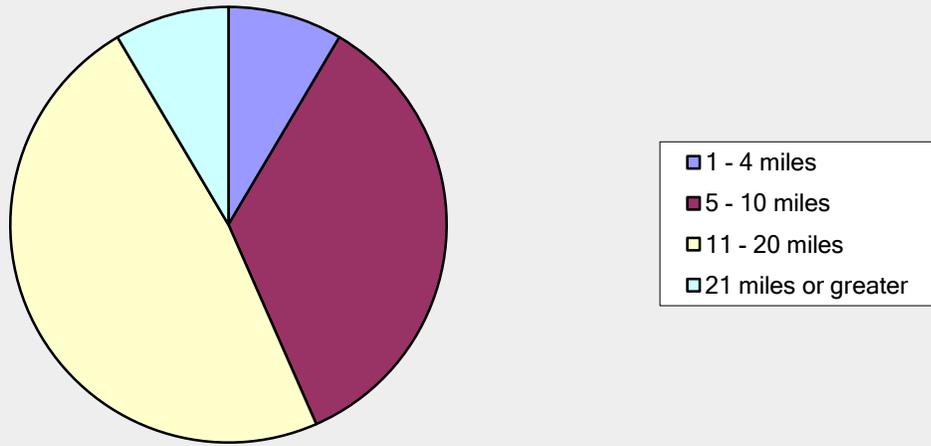


Lebanon Academy Feasibility study

If no, What is the farthest distance you would be willing to transport your student(s)?

Answer Options	Response Percent	Response Count
1 - 4 miles	8.5%	9
5 - 10 miles	34.9%	37
11 - 20 miles	48.1%	51
21 miles or greater	8.5%	9
<i>answered question</i>		106
<i>skipped question</i>		69

If no, What is the farthest distance you would be willing to transport your student(s)?



Lebanon Academy Feasibility study

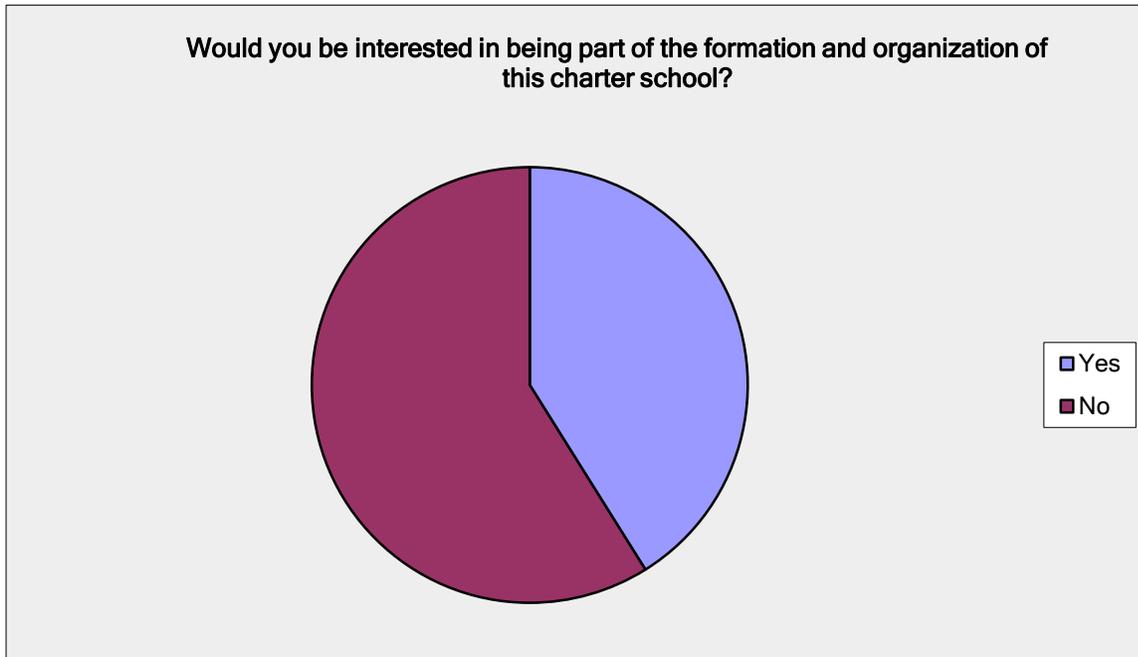
What is your zip code?	
Answer Options	Response Count
	151
<i>answered question</i>	151
<i>skipped question</i>	24

Towns	Zip codes	Totals
Carmel	46032	1
Carmel	46033	1
Carmel	46034	1
Lebanon	46052	110
Thorntown	46071	3
Westfield	46074	1
Whitestown	46075	12
Zionsville	46077	5
Brownsburg	46112	4
Jamestown	46147	2
Warren township East Indy	46219	1
East Indy	46220	1
Near North Indy	46228	1
Pike Township	46268	7

Lebanon Academy Feasibility study

Would you be interested in being part of the formation and organization of this charter school?

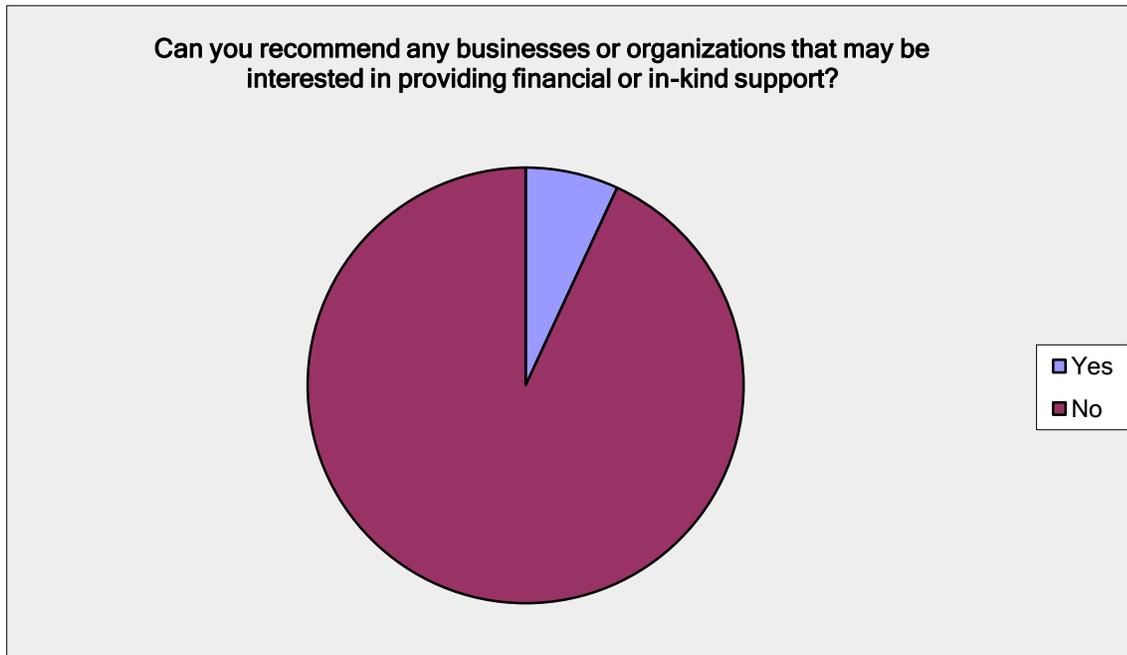
Answer Options	Response Percent	Response Count
Yes	41.1%	60
No	58.9%	86
<i>answered question</i>		146
<i>skipped question</i>		29



Lebanon Academy Feasibility study

Can you recommend any businesses or organizations that may be interested in providing financial or in-kind support?

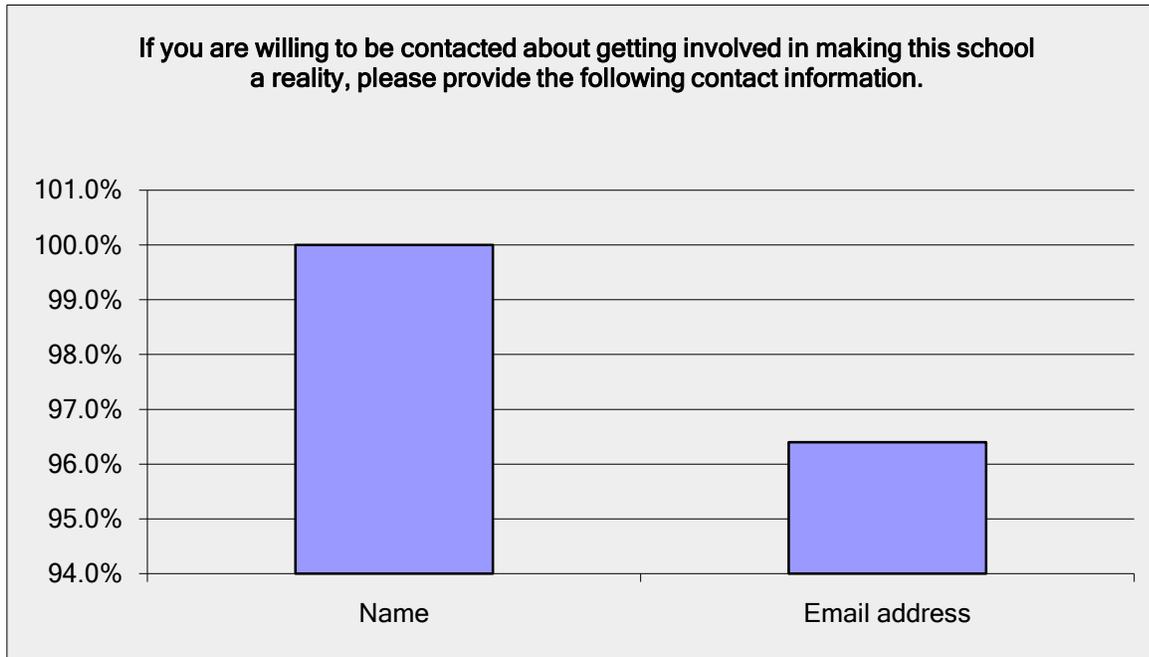
Answer Options	Response Percent	Response Count
Yes	6.9%	10
No	93.1%	134
Please provide details		12
<i>answered question</i>		144
<i>skipped question</i>		31



Lebanon Academy Feasibility study

If you are willing to be contacted about getting involved in making this school a reality, please provide the following contact information.

Answer Options	Response Percent	Response Count
Name	100.0%	55
Email address	96.4%	53
<i>answered question</i>		55
<i>skipped question</i>		120



Lebanon Academy Feasibility study

End of questionnaire: Thank you for your participation! Your responses are very valuable to us in our development of this new public

Answer Options	Response Count
	27
<i>answered question</i>	27
<i>skipped question</i>	148

Attachment 20. Start-Up Plan

Start-Up Plan Details

Task	Target Date	Responsibility
Grant/loan documents submitted	January 2, 2012	Organizing Board
Facility contract	January 30, 2012	Organizing Board
Hire Head of Schools	March 1, 2012	Organizing Board
Hire Business Manager	March 31, 2012	Organizing Board/Head of Schools
Hire Administrative Assistant	March 31, 2012	Organizing Board/Head of Schools
Enrollment begins	April 1, 2012	Organizing Board/Head of Schools
Hire Custodian	May 1, 2012	Organizing Board/Head of Schools
Appoint School Board	May 1, 2012	Organizing Board
Hire Teachers/Support Staff	July 1, 2012	Head of Schools
First Day/Teachers	August 1, 2012	Head of Schools
First Day/Students	August 2, 2012	Head of Schools

21. Insurance Coverage

The applicant should provide, as **Attachment 21**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, commercial general liability, sexual abuse, property, indemnity, directors and officers, automobile, and others. The applicant must also provide in **Attachment 21** an estimate from an insurance agent/broker for the insurance coverage described, with a minimum A-BEST rating

Attached is a quote from Lamar and Lamar Insurance Company, based in Lebanon, Ind. The agent who compiled the quote for us is Jeremy Lamar. He is available to answer questions at (765) 482-1480 or jlamar@lamar-lamar.com.



Quotation of Commercial Insurance

Prepared for:

PARENT ADVOCATES FOR GIFTED
1019 BROOKSIDE DR
LEBANON, IN 460521983



Presented By:

LAMAR & LAMAR INSURANCE
120 N. LEBANON ST.
PO BOX 723

The following quotation of insurance has been developed for the above captioned risk.
IT IS AGREED AND UNDERSTOOD NO COVERAGE HAS BEEN BOUND.

This quotation will expire after (30) days or the effective date of requested coverages unless otherwise notified.



Providing insurance solutions clients can trust since 1926

Over the past 80 plus years, Selective has built a reputation of honesty, efficiency and caring among agents and clients alike. For five decades, that reputation has been backed by an "A+" (Superior) rating from A.M. Best – a premier financial rating organization.

Combining great products and service, coupled with an exemplary record of responsiveness is the Selective advantage that will keep you coming back for more. Whether you need an insurance expert in your field, the continual support of 24/7 claims service, the convenience of paying your bill online or customized coverage designed to fit your unique needs, Selective is the answer.

Selective Insurance Group, Inc. is primarily a holding company for seven customer-focused property and casualty (P&C) insurance companies and ranked as the 50th largest P&C insurance group in the United States by A.M. Best Co. These companies offer a broad range of insurance and alternative risk management services. Selective provides value-added products and services to businesses, public entities and individuals through approximately 990 independent agents in 22 primary eastern and Midwestern states. Our approximately 1,900 employees create the competitive advantages that make Selective one of the best regional insurance organizations in the marketplace.

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EDUCATION

ABCs and 123s...your students count on you for the knowledge they need to succeed. With insurance from Selective, rated "A+" (Superior) by A.M. Best for four decades, you'll have protection from a company at the head of the class.

THE SELECTIVE ADVANTAGE—

Selective's broad and flexible education program offers the protection you deserve at a price you can afford. In addition, we offer a broad array of value-added safety management services at no cost to your educational organization.

Property ElitePac[®] Coverage Advantages:

- Disappearing deductible
- Loss of income, actual loss sustained from planned fundraising events

General Liability ElitePac[®] Coverage Advantages:

- Limits applicable on a per location basis
- Officers and members of organizations affiliated/associated with the school (e.g. alumni associations, PTAs, booster clubs) are additional insureds
- No pollution exclusion for activities usual to classroom instruction on premises you own or rent

Business Automobile ElitePac[®] Coverage Advantages:

- Additional insured (*primary and non-contributory designation*)
- Limited physical damage for employees and volunteers - \$500 limit
- Towing and labor included for certain vehicles - \$75/\$150

The Following Optional Coverages Are Also Available:

- Abuse or molestation
- School board legal liability
- Crisis response
- GreenPac[®] endorsement to cover the added costs of rebuilding with "green" materials
- Law enforcement professional liability

Value-Added Services at No Cost or a Significant Discount:

- Infrared, thermographic testing of electrical panels and incoming service at no additional cost to your organization
- Building valuation
- Employee background screening and access to motor vehicle reports at a discounted rate through IntelliCorp
- Employee motor vehicle report pre-screening assistance
- Fleet safety assistance (including reduced cost defensive driving instruction), 15 passenger van safety, vehicle emergency evacuation training

In addition, we offer 24/7 claims service, online claims reporting and local Claims Management Specialists who can respond quickly and adjust claims on-site.

Speak to your agent to hear more reasons why Selective should be your carrier of choice.



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Quotation of Commercial Insurance
PARENT ADVOCATES FOR GIFTED

Policy Location Schedule

Quote # 74476100 Policy Period: 11/01/11 to 11/01/12 CPP PACKAGE

<u>Loc#</u>	<u>Bldg#</u>	<u>Street</u>	<u>City</u>	<u>State</u>	<u>Zip</u>
001	001	1019 BROOKSIDE DR	LEBANON	IN	46052

Quote # 74476600 Policy Period: 11/01/11 to 11/01/12 WORK COMP

<u>Loc#</u>	<u>Bldg#</u>	<u>Street</u>	<u>City</u>	<u>State</u>	<u>Zip</u>
001	001	1019 BROOKSIDE DR	LEBANON	IN	46052

This non-binding proposal is only a summary of premium. It is not a guarantee that the actual premium will not exceed the amount of the proposal. No coverage is provided by this summary nor does it replace any provisions of the final policy. For specific terms and restrictions, refer to the individual policy and coverage forms.



Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

Quote # 74476100 Policy Period: 11/01/11 to 11/01/12 CPP PACKAGE

Property

Policy Level

Deductible: 1,000
 Coinsurance: Bldg: 90 BPP: 90

<u>Optional Coverages/Extensions</u>	<u>Limit</u>	<u>Premium</u>
Systems Power Pac Clas Rated Deductibles		
Combined All Coverages Ded: Follows Property Deductible		
Crisis Response Bus Inc(Occur/Agg)	50,000/50,000	\$33.00
Crisis Response Counseling Expense(Occur/Agg)	10,000/10,000	Included

Location Level

Location 001/001 - 1019 BROOKSIDE DR, LEBANON, IN

<u>Coverage</u>	<u>Limit</u>	<u>Premium</u>
Business Pers Prop - Business Personal Property	300,000	\$390.00
Business Income	1,000,000	\$1,140.00
Systems Power Pac		\$33.00
Location 001/001 - Total Premium		\$1,563.00

Other

Terrorism Premium \$55.00

Total Property Premium	\$1,651.00
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Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

General Liability

Policy Level

	<u>Limit</u>	<u>Premium</u>
General Aggregate	3,000,000	
Products/Completed Ops	3,000,000	
Each Occurrence	1,000,000	
Personal & Advertising Injury	1,000,000	
Fire Damage	100,000	
Medical Expense	5,000	
<u>Additional Coverages</u>	<u>Quantity/Limit</u>	<u>Premium</u>
Employee Benefits Program	1 - 49	\$164.00
GL Elite Pac Cov Ext		Included

Location Level

Location 001/001 - 1019 BROOKSIDE DR, LEBANON, IN Class 47469 - SCHOOLS FACULTY LIABILITY FOR CORPORAL		
<u>Coverage</u>	<u>Exposure</u>	<u>Premium</u>
Premises Operation	20	\$144.00
Location 001/001 - 1019 BROOKSIDE DR, LEBANON, IN Class 47476 - SCHOOLS PRIVATE ELEM NOT FOR PROFIT ONLY		
<u>Coverage</u>	<u>Exposure</u>	<u>Premium</u>
Premises Operation	100	\$539.00
Location 001/001 - 1019 BROOKSIDE DR, LEBANON, IN Class 47478 - SCHOOLS PRIVATE HIGH NOT FOR PROFIT ONLY		
<u>Coverage</u>	<u>Exposure</u>	<u>Premium</u>
Premises Operation	100	\$712.00

Other	<u>Premium</u>
Terrorism Premium	\$55.00

Total General Liability Premium \$1,614.00

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Quotation of Commercial Insurance
 PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

Abuse / Molestation

	<u>Limit</u>	<u>Premium</u>
Each Abuse or Molestation/Aggregate	1,000,000/1,000,000	\$387.00
Deductible:	NONE	Each Abuse/Molestation
Total Students All Locs	200	

Other

Policy Minimum Premium Diff	\$613.00
-----------------------------	----------

Total Schools Abuse or Molestation Premium \$1,000.00

Automobile

Policy Level

	<u>Limit</u>	<u>Premium</u>
Liability Limit Type CSL		
- Liability	1,000,000	

State Level Coverages (IN)

<u>Coverage</u>	<u>Limit</u>	<u>Premium</u>
Non-Owned	IF ANY	\$95.00
Excess Hired	IF ANY	\$48.00

Other

Terrorism Premium	\$5.00
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Total Automobile Premium \$148.00

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Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

Umbrella

<u>Policy Level</u>	<u>Limit/Premium Basis</u>	
Excess Limit	\$1,000,000	
Aggregate Limit	\$1,000,000	
Self Insured Retention	ZERO	
<u>Underlying Liability</u>	<u>Limit/Premium Basis</u>	<u>Premium</u>
Automobile		\$23.00
Carrier: Selective Ins Co of America		
CSL	1,000,000	
General Liability		\$223.00
Carrier: Selective Ins Co of America		
General Aggregate	3,000,000	
Prod Comp Aggregate	3,000,000	
Pers/Adv Aggregate	1,000,000	
Each Occurrence	1,000,000	
Pers/Past Liability		\$0.00
Religious Liability		\$0.00
School Board		\$534.00
Carrier: Selective Ins Co of America		
General Aggregate	2,000,000	
Per Claim Aggregate	1,000,000	
Pers/Past Liability		\$0.00
Religious Liability		\$0.00
Employee Benefits		\$49.00
Carrier: Selective Ins Co of America		
General Aggregate	3,000,000	
Per Claim Aggregate	1,000,000	
Pers/Past Liability		\$0.00
Religious Liability		\$0.00
Total 1st 1 MM		\$829.00
<u>Other</u>		
Terrorism Premium		\$29.00

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Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

Total Umbrella Premium \$858.00

School Board Legal Liability

Policy Level

Per Claim Limit/ Aggregate limit:	1,000,000/2,000,000
Deductible	5000
Exposure Student Population (All loc)	200

<u>Coverage</u>	<u>Limit</u>	<u>Premium</u>
School Board Legal Liability	See Above	\$1,779.00
Non Monetary Damages- SC 1800	100,000/100,000	Included

Total School Board Legal Liability Premium \$1,779.00

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Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476600

Policy Period: 11/01/11 to 11/01/12

Quote # 74476600 Policy Period: 11/01/11 to 11/01/12 WORK COMP

Workers Comp

Employers Liability Limit
BI by Accident 500,000 each accident
BI by Disease 500,000 each employee
BI by Disease 500,000 policy limit
Number of Employees: 20

IN - INDIANA

<u>Location - 001/001</u>	<u>Premium Basis</u>	<u>Premium</u>
Class Code - 8868	541,000	
SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL (02)		
Total Estimated Standard Premium		\$1,561.00
Expense Constant		\$250.00
Second Injury Fund Charge		\$14.00
Terrorism		\$54.00
Catastrophe		\$54.00
IN Workers Compensation Estimated Annual Premium		\$1,933.00
Total Workers Compensation Estimated Annual Premium		\$1,933.00

This non-binding proposal is only a summary of premium. It is not a guarantee that the actual premium will not exceed the amount of the proposal. No coverage is provided by this summary nor does it replace any provisions of the final policy. For specific terms and restrictions, refer to the individual policy and coverage forms.



Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476100

Policy Period: 11/01/11 to 11/01/12

Terrorism Information

You are hereby notified that under the Terrorism Risk Insurance Extension Act of 2005, effective January 1, 2006, we must make terrorism coverage available under the policies we offer. However, the actual coverage available under our policies for acts of terrorism is limited by the terms, conditions, exclusions, limits, other provisions of the coverage quote to which this offer is attached and by the policy, any endorsements to the policy and generally applicable rules of law.

Terrorism coverage provided for certified acts is partially reimbursed by the United States Government under a formula established by federal law. Under this formula, the United States Government will pay a share of terrorism losses insured under the federal program. The federal share equals 90% of covered terrorism losses (85% in 2007) exceeding the statutorily established deductible paid by the insurance company providing the coverage. Coverage lines not subject to the federal participation are commercial auto, burglary and theft, surety, professional liability and farmowners.

YOUR POLICY INCLUDES TERRORISM COVERAGE FOR AN ADDITIONAL PREMIUM OF \$144.00.

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Quotation of Commercial Insurance

PARENT ADVOCATES FOR GIFTED

Quote # 74476600

Policy Period: 11/01/11 to 11/01/12

Terrorism Information

You are hereby notified that under the Terrorism Risk Insurance Extension Act of 2005, effective January 1, 2006, we must make terrorism coverage available under the policies we offer. However, the actual coverage available under our policies for acts of terrorism is limited by the terms, conditions, exclusions, limits, other provisions of the coverage quote to which this offer is attached and by the policy, any endorsements to the policy and generally applicable rules of law.

Terrorism coverage provided for certified acts is partially reimbursed by the United States Government under a formula established by federal law. Under this formula, the United States Government will pay a share of terrorism losses insured under the federal program. The federal share equals 90% of covered terrorism losses (85% in 2007) exceeding the statutorily established deductible paid by the insurance company providing the coverage. Coverage lines not subject to the federal participation are commercial auto, burglary and theft, surety, professional liability and farmowners.

YOUR POLICY INCLUDES TERRORISM COVERAGE FOR AN ADDITIONAL PREMIUM OF \$54.00.

This non-binding proposal is only a summary of premium. It is not a guarantee that the actual premium will not exceed the amount of the proposal. No coverage is provided by this summary nor does it replace any provisions of the final policy. For specific terms and restrictions, refer to the individual policy and coverage forms.

ELITEPAC COMMERCIAL AUTOMOBILE EXTENSION SCHOOLS

COMMERCIAL AUTO
CA 75 04 02 10

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This Supplemental Schedule is provided when the BUSINESS AUTO COVERAGE FORM includes the Commercial Automobile Extension Schools endorsement CA 75 04. This Schedule supplements the Business Auto Declarations.

EXTENSIONS OF COVERAGE AND ADDITIONAL COVERAGES

DESCRIPTION

Limited Liability Companies	Coverage Extension
Newly Acquired Or Formed Organizations	Coverage Extension
Employees - Non-Ownership	Coverage Extension
Non-Ownership Extension - Public Entities	Coverage Extension
Blanket Additional Insureds	Coverage Extension
Expenses For Bail Bonds And Loss Of Earnings	
Bail Bonds	\$3,000 Limit of Insurance
Loss of Earnings	\$1,000 Per Day Limit of Insurance
Expected Or Intended Injury Amendment	Coverage Extension
Employer's Liability Amendment	Coverage Extension
Fellow Employee Amendment	Coverage Extension
Towing And Labor	Coverage Extension
Glass Breakage	Coverage Extension
Additional Transportation Expenses	\$60 per disablement up to a maximum \$1,900 Limit of Insurance
Hired Car Physical Damage Coverage	Coverage Extension
Auto Loan/Lease Gap Coverage	Coverage Extension
Newly Acquired Owned Vehicles	Coverage Extension
Personal Effects	\$500 Limit of Insurance
Deductible Reimbursement - Employees Or Volunteers	Coverage Extension
Physical Damage - Loss Of Use Expenses	Coverage Extension
Airbag Coverage	Coverage Extension
Expanded Audio, Visual, And Data Electronic Equipment	Coverage Extension

DESCRIPTION

Physical Damage Deductible - (Radio Frequency) Vehicle Tracking System	Coverage Extension
Multiple Deductibles	Coverage Extension
Duties In The Event Of Accident, Claim, Suit Or Loss	Coverage Extension
Waiver Of Subrogation	Coverage Extension
Concealment, Misrepresentation Or Fraud	Coverage Extension
Policy Period, Coverage Territory	Coverage Extension
Two Or More Coverage Forms Or Policies Issued By Us	Coverage Extension
Employees - Leased Workers - Temporary Workers	Definition
Mental Anguish	Definition
Permanently Attached Equipment	Definition
Volunteer Worker	Definition

ELITEPAC General Liability Extension Schools

COMMERCIAL GENERAL LIABILITY
CG 75 02 05 09

SUMMARY OF COVERAGES (including index)

This is a summary of the various additional coverages and coverage modifications provided by this endorsement. No coverage is provided by this summary. Refer to the actual endorsement (Pages 3-through-7) for changes affecting your insurance protection.

DESCRIPTION	PAGE FOUND
Additional Insured - Primary and Not Contributory	Page 5
Blanket Additional Insureds - Broad Form Vendors - As Required By Contract	Page 5
Damage To Premises Rented to You (same as each Occurrence Limit)	Page 4
Fellow Employee, Member or Volunteer Worker Liability	Page 3
Functional Additional Insureds	Page 5
Golf Amendments	
Golfing Facility - defined	Page 7
Golf and Tennis Pros - as additional insureds	Page 6
Members Medical Payments	Page 4
Products Amendment - Medical Payments - limited on premises coverage	Page 4
Limited Property Damage - Golf Ball Damage	Page 4
Waiver of Transfer of Rights of Recovery - members and guests	Page 6
Incidental Medical Malpractice Exclusion modified	Page 6
Knowledge Of Occurrence, Claim, Suit Or Loss	Page 6
Liberalization Clause	Page 7
Mental Anguish Amendment (not applicable in New York)	Page 7
Newly Formed or Acquired Organizations	Page 5
Non-Owned Aircraft	Page 3
Non-Owned Watercraft	Page 3
Not-For-Profit Members - Defined	Page 7
Not-For-Profit Members - Medical Payments	Page 4
Personal And Advertising Injury	
Civil Rights - Definition Amended	Page 7
Civil Rights - Exclusion Added	Page 4
Pollution Exclusion - Exception for Classroom Instruction Activities	Page 3
Products Amendment - Medical Payments - Limited on Premises Coverage	Page 4

DESCRIPTION	PAGE FOUND
Supplementary Payments Amended - Bail Bonds (\$2,500) and Loss of Earnings (\$500)	Page 4
Temporary Liquor Law Liability	Page 4
Temporary Workers	
Employee Definition Amended (including status as an insured)	Page 5
Employer's Liability Exclusion Amended	Page 3
Injuries or Damages by Certain Employees (co-"employee" damages)	Page 5
Unintentional Failure To Disclose Hazards	Page 6
Volunteer Worker	
Employee Definition Amended (including status as an insured)	Page 5
Employer's Liability Exclusion Amended (not applicable in New York.)	Page 3
Injuries or Damages by Certain Employees (co-"employee" damages)	Page 5
When Two or More Coverage Parts of this Policy Apply to a Loss	Page 3

ELITEPAC Extensions of Coverage Schools

COMMERCIAL PROPERTY
CP 75 99 05 09

SUMMARY OF COVERAGE AND INDEX

This is a summary of the various coverages and causes of loss provided by this endorsement. No coverage is provided by this summary. Only the provisions of **SECTION I** and **II** determine the scope of your insurance protection.

DESCRIPTION	PAGE
Accounts Receivable	\$100,000 4
Airborne/Waterborne Personal Property Coverage	Included 3
Arson, Theft and Vandalism Rewards (not applicable in New York)	\$25,000 4
Broadened Water - Direct Damage	\$100,000 or Limit Of Insurance, Whichever Is Less 4
Broadened Water - Loss of Income Planned Events and Tuition Fees	\$100,000 4
Claim Data Expense	\$25,000 5
Communication Equipment, Computers and Media	\$75,000 5
Deductible	
Multiple Property Deductibles	Included 16
Disappearing Deductible	Included 16
Extra Expense	\$500,000 5
Fine Arts	\$25,000 6
Fire Department Service Charge	\$25,000 3
Fire Extinguisher Recharge Expense	\$5,000 6
Food Contamination Shutdown - Planned Events	\$10,000 7
Foundations Coverage	Included 3
Lock Replacement Coverage	\$2,500 per loss with \$7,500 Annual Aggregate 7
Loss of Income - Planned Events	Actual Loss You Sustain 7
Loss Reduction Rewards	10% of loss or \$25,000 7
Money, Securities and Stamps	
Inside	\$10,000 8
Outside	\$10,000 8
Newly Acquired or Constructed Property	
Building	\$1,000,000 10
Business Personal Property	\$500,000 11
Non-Owned Detached Trailers	\$5,000 11

DESCRIPTION		PAGE
Ordinance or Law Coverage		
Loss to Undamaged Portion	Included	11
Demolition Cost	\$500,000	12
Increased Cost of Construction	\$500,000	11
Outdoor Fences	\$100,000	12
Outdoor Signs	\$100,000	12
Outdoor Trees, Shrubs and Plants	\$10,000 Per Occurrence / \$100,000 Annual Aggregate	12
Paved Surfaces	\$100,000 Per Loss \$100,000 Annual Aggregate	13
Personal Effects and Personal Property of Others	\$1,000 per person \$25,000 Annual Aggregate	13
Pollutant Cleanup and Removal	\$50,000	3
Pollutant Cleanup and Removal - Planned Events	\$10,000	13
Premises Extension Property	1,000 Feet	3
Preservation of Property	90 Days	13
Property Off-Premises	\$100,000	13
Refrigerated Property	\$50,000	14
Roof Protection	\$1,000	14
Specified Appurtenant Structures		
Public Use	\$100,000	14
Your Use	\$10,000	14
Contents	\$1,000	14
Transportation	\$100,000	14
Tuition and Fees	\$20,000	14
Underground Fiber Optic Cable	\$10,000 \$50,000 Annual Aggregate	14
Utility Services - Direct Damage	\$50,000	15
Utility Services - Planned Events	\$25,000	15
Valuable Papers and Records - Cost of Research	\$100,000	15
Violent Event Extra Expense	\$50,000 Annual Aggregate	16
Voluntary Parting by Trick, Scheme or Device	Covered	17



Quotation of Commercial Insurance
PARENT ADVOCATES FOR GIFTED

Premium Summary

Quote # 74476100 Policy Period: 11/01/11 to 11/01/12 CPP PACKAGE New Business
Program Type: Instit (B of Ed) Underwritten By: Selective Ins Co of America

<u>Coverage</u>	<u>Premium</u>
Property	\$1,651.00
General Liability	\$1,614.00
Abuse Molestation	\$1,000.00
Automobile	\$148.00
Umbrella	\$858.00
School Board Legal Liability (SPLL)	\$1,779.00
Total Premium	\$7,050.00

Quote # 74476600 Policy Period: 11/01/11 to 11/01/12 WORK COMP New Business
Program Type: Instit (B of Ed) Underwritten By: Selective Ins Co of America

<u>Coverage</u>	<u>Premium</u>
Worker's Compensation	\$1,933.00
Total Premium	\$1,933.00

Total Annual \$8,983.-

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Selective Billing and Customer Self-Service Options



We understand that each customer has unique needs—that's why Selective offers a variety of installment plans. Your agent can assist you with selecting a plan that works best with and meets the eligibility requirements for your particular policy. Please note that policies on the same account may have different payment plans and installment fees may apply.

- 1-Pay: Due in full at policy inception
- 2-Pay: Two equal installments due at policy inception and in the 6th month of the policy term
- 4-Pay: Four equal installments due at policy inception and in the 3rd, 6th and 9th months of the policy term
- Quarterly: Four equal installments due quarterly starting at policy inception
- 10-Pay: 19% due at policy inception, the remaining balance billed in nine equal monthly installments

The SelectPay® Advantage

With our free SelectPay® service, your insurance payments can be automatically deducted from your checking or savings account. Not only will this save you time, but you'll avoid installment and late fees.

Signing up for SelectPay® is easy – just visit www.selective.com and sign in. Click the "Billing & Payments" tab and then choose the "Pay Bill" link. You will need your policy number and bank account information to complete the transaction.

PaySync® Flexible Payment Program

PaySync® is our cash-flow friendly method for paying Selective workers compensation (WC) and accompanying commercial package policy (CPP) premiums. To be eligible for the program, you must provide Selective with your payroll information each pay cycle. Payroll information can be submitted by you or a third party, such as an accountant or payroll processor, on your behalf. Benefits include:

- No down payments or installment fees
- Seamless audit process

For more information about the program, please visit selective.com/paysync or contact your agent.

Your time is valuable. Selective lets you manage your policy on your own time through our online Customer Self-Service site. Here you can:

- Pay your bill
- Schedule future payments
- Build and print certificates of insurance
- Print automobile ID cards
- File a claim
- Review, download or print a copy of your policy

Registration is simple. Have your policy or bill handy when you visit www.selective.com and then click "Need a Customer UserID and Password". Follow the onscreen instructions to answer the three security questions identifying your policy and begin managing your account 24/7.

School Name: Central Indiana Academy

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students															
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL
Year 1: 2012-2013	18	18	22	22	22	22	22	22	22					190	
Year 2: 2013-2014	22	22	25	25	25	25	25	25	25					219	
Year 3: 2014-2015	28	28	30	30	30	30	30	30	30					266	
Year 4: 2015-2016	32	32	40	40	40	40	40	40	40					344	
Year 5: 2016-2017	40	40	50	50	50	50	50	50	50					430	

Planned Number of Classes															
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Year 1: 2012-2013	1	1	1	1	1	1	1	1	1					9	
Year 2: 2013-2014	1	1	1	1	1	1	1	1	1					9	
Year 3: 2014-2015	2	2	2	2	2	2	2	2	2					18	
Year 4: 2015-2016	2	2	2	2	2	2	2	2	2					18	
Year 5: 2016-2017	2	2	2	2	2	2	2	2	2					18	

% SPED	% FRL

School Name: <u>Central Indiana Academy</u>				
	Year 0	Year 1	Year 2	Year 3
REVENUE				
State Revenue				
Basic Grant	\$ -	\$ 479,650	\$ 1,030,850	\$ 1,219,000
Common School Loan	\$ -	\$ 125,000	\$ 250,000	\$ 250,000
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ 250,000	\$ -	\$ -	\$ -
Student Lunch	\$ -	\$ 69,469	\$ 69,469	\$ 138,938
Student Breakfast	\$ -	\$ -	\$ -	\$ -
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -
Remediation Program	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten	\$ -	\$ 18,900	\$ 18,900	\$ 37,800
Gifted and Talented Program	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement	\$ -	\$ 14,000	\$ 14,000	\$ 28,000
Summer School	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -	\$ -	\$ -
Federal Revenue				
Title I	\$ -	\$ 45,000	\$ 45,000	\$ 90,000
Title II	\$ -	\$ 5,000	\$ 5,000	\$ 10,000
Federal Lunch Program	\$ -	\$ 14,000	\$ 14,000	\$ 28,000
Federal Breakfast Reimbursement	\$ -	\$ 7,000	\$ 7,000	\$ 14,000
Other Revenue Federal sources (please describe)	\$ -	\$ 13,511	\$ 13,511	\$ 27,022
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -
Other Revenues				
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ 21,660	\$ 25,080	\$ 30,780
Interest Income	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 250,000	\$ 19,000	\$ 22,000	\$ 27,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 500,000	\$ 832,190	\$ 1,514,810	\$ 1,900,540
EXPENDITURES				
Personnel Expenses				

Wages, Benefits and Payroll Taxes	\$ 63,750	\$ 655,875	\$ 674,882	\$ 927,328
Substitutes	\$ -	\$ 8,000	\$ 8,240	\$ 8,487
Professional Development	\$ -	\$ 25,000	\$ 50,000	\$ 100,000
Bonuses	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 49,191	\$ 50,616	\$ 69,550
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 52,653	\$ 54,233	\$ 55,860
Other (please describe)	\$ -	\$ 11,400	\$ 11,400	\$ 15,200
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 63,750	\$ 802,119	\$ 849,371	\$ 1,176,425
Instructional Supplies and Resources				
Textbooks	\$ -	\$ 190,000	\$ 180,000	\$ 200,000
Library, periodicals, etc	\$ -	\$ 5,000	\$ 5,000	\$ 5,000
Technology	\$ -	\$ 5,000	\$ 5,000	\$ 5,000
Assessment materials	\$ -	\$ 5,550	\$ 5,925	\$ 6,690
Computers	\$ -	\$ 9,000	\$ 5,000	\$ 5,000
Software	\$ -	\$ 5,000	\$ 5,000	\$ 5,000
Other classroom supplies	\$ -	\$ -	\$ -	\$ -
Field trips, other unclassified items	\$ -	\$ 9,000	\$ 9,000	\$ -
Co-curricular & Athletics	\$ -	\$ 10,000	\$ 10,000	\$ 14,500
Other (please describe)	\$ -	\$ 30,000	\$ 5,000	\$ 5,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 268,550	\$ 229,925	\$ 246,190
Support Supplies and Resources				
Administrative Computers	\$ 3,000	\$ -	\$ 1,000	\$ 1,000
Administrative Software	\$ 1,000	\$ -	\$ 1,000	\$ 1,000
Administration Dues, fees, misc expenses	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Office supplies	\$ 1,000	\$ 5,010	\$ 1,000	\$ 1,000
Other (please describe)	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 16,500	\$ 11,510	\$ 9,500	\$ 9,500

Board Expenses				
Charter Board Services, including Board Training, retreats	\$ -	\$ 1,000	\$ 1,000	\$ 1,000
Charter Board Supplies & Equipment	\$ -	\$ 1,000	\$ 1,000	\$ 1,000
Charter Board Dues, fees, etc	\$ -	\$ 500	\$ 1,000	\$ 1,000
Charter Board D & O Insurance	\$ -	\$ 1,779	\$ 1,868	\$ 1,961
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 4,279	\$ 4,868	\$ 4,961
Professional Purchased or Contracted Services				
Legal Services	\$ 3,000	\$ 6,000	\$ 6,180	\$ 6,365
Audit Services	\$ -	\$ 15,000	\$ 15,450	\$ 15,914
Payroll Services	\$ 12,000	\$ 24,000	\$ 24,000	\$ 24,000
Accounting Services	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ 20,500	\$ 5,000	\$ 3,605	\$ 3,713
Consultants	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ 600	\$ 2,400	\$ 2,400	\$ 2,400
Telephone/Telecommunication Services	\$ 500	\$ 7,500	\$ 7,725	\$ 7,957
Liability Insurance	\$ -	\$ 1,614	\$ 1,695	\$ 3,560
Unemployment Insurance	\$ -	\$ 75,516	\$ 75,516	\$ 75,516
Workers' Compensation Insurance	\$ -	\$ 1,933	\$ 2,030	\$ 4,264
Student Insurance Coverage	\$ -	\$ -	\$ -	\$ -
Other Insurance Coverage	\$ -	\$ 3,655	\$ 3,838	\$ 4,015
Travel	\$ -	\$ 10,000	\$ 10,000	\$ 10,000
Postage	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500
Special Education Services	\$ -	\$ 30,883	\$ 26,441	\$ 28,312
Student Information Services	\$ -	\$ 3,000	\$ 3,000	\$ 3,000
Food service	\$ -	\$ 92,625	\$ 154,375	\$ 193,990
Transportation	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 37,600	\$ 280,626	\$ 337,755	\$ 384,506

Facilities				
Rent, mortgage, or other facility cost	\$ 72,500	\$ 127,500	\$ 127,500	\$ 127,500
Furniture	\$ 2,500	\$ -	\$ -	\$ -
Gas/electric	\$ 5,500	\$ 11,100	\$ 11,433	\$ 23,522
Water/Sewer	\$ 1,500	\$ 1,360	\$ 1,401	\$ 2,886
Grounds Keeping	\$ 3,000	\$ 6,000	\$ 6,000	\$ 6,000
Maintenance Services	\$ 33,750	\$ 67,500	\$ 67,500	\$ 67,500
Custodial	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000
Waste disposal	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000
Other (please describe)	\$ -	\$ 2,400	\$ 2,400	\$ 2,400
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 130,250	\$ 238,860	\$ 239,234	\$ 252,808
Other				
Contingency	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 9,593	\$ 20,617	\$ 24,380
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 9,593	\$ 20,617	\$ 24,380
Total Expenditures	\$ 248,100	\$ 1,615,537	\$ 1,691,270	\$ 2,098,769
Carryover/Deficit	\$ 251,900	\$ (783,347)	\$ (176,460)	\$ (198,229)
Cumulative Carryover/(Deficit)	\$ 251,900	\$ (531,447)	\$ (707,908)	\$ (906,137)

Year 4	Year 5
\$ 1,537,000	\$ 1,955,700
\$ -	\$ -
\$ -	\$ -
\$ 138,938	\$ 138,938
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 37,800	\$ 37,800
\$ -	\$ -
\$ 28,000	\$ 28,000
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 90,000	\$ 90,000
\$ 10,000	\$ 10,000
\$ 28,000	\$ 28,000
\$ 14,000	\$ 14,000
\$ 27,022	\$ 27,022
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 38,760	\$ 49,020
\$ -	\$ -
\$ 34,000	\$ 43,000
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 1,983,520	\$ 2,421,480

\$ 954,475	\$ 982,438
\$ 8,742	\$ 9,004
\$ 100,000	\$ 100,000
\$ -	\$ -
\$ 71,586	\$ 73,683
\$ -	\$ -
\$ 57,536	\$ 59,262
\$ 19,000	\$ 22,800
\$ -	\$ -
\$ 1,211,338	\$ 1,247,187
\$ 300,000	\$ 300,000
\$ 5,000	\$ 5,000
\$ 5,000	\$ 5,000
\$ 7,860	\$ 9,150
\$ 5,000	\$ 5,000
\$ 5,000	\$ 5,000
\$ 5,000	\$ 5,000
\$ -	\$ -
\$ 16,500	\$ 17,500
\$ 5,000	\$ 5,000
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 354,360	\$ 356,650
\$ 1,000	\$ 1,000
\$ 1,000	\$ 1,000
\$ 1,500	\$ 1,500
\$ 1,000	\$ 1,000
\$ 5,000	\$ 5,000
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 9,500	\$ 9,500

\$ 1,000	\$ 1,000
\$ 1,000	\$ 1,000
\$ 1,000	\$ 1,000
\$ 2,059	\$ 2,162
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 5,059	\$ 5,162
\$ 6,556	\$ 6,753
\$ 16,391	\$ 16,883
\$ 24,000	\$ 24,000
\$ -	\$ -
\$ 3,824	\$ 3,939
\$ -	\$ -
\$ 2,400	\$ 2,400
\$ 8,196	\$ 8,442
\$ 1,869	\$ 1,962
\$ 75,516	\$ 75,516
\$ 4,478	\$ 4,702
\$ -	\$ -
\$ 4,232	\$ 4,444
\$ 10,000	\$ 10,000
\$ 1,500	\$ 1,500
\$ 40,751	\$ 41,015
\$ 3,000	\$ 3,000
\$ 245,860	\$ 303,050
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 448,573	\$ 507,606

\$	127,500	\$	127,500
\$	-	\$	-
\$	24,228	\$	24,955
\$	2,973	\$	3,062
\$	6,000	\$	6,000
\$	67,500	\$	67,500
\$	20,000	\$	20,000
\$	3,000	\$	3,000
\$	1,500	\$	1,500
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	252,701	\$	253,517
\$	-	\$	-
\$	30,740	\$	39,114
\$	-	\$	-
\$	144,238	\$	144,238
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	174,978	\$	183,352
\$	2,456,509	\$	2,562,973
\$	(472,989)	\$	(141,493)
\$	(1,379,126)	\$	(1,520,619)

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 0		
REVENUE	Amount	Notes
State Revenue		
Basic Grant		
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ 250,000	Federal PCSP startup grant
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 250,000	Bridge Loan
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 500,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 63,750	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		

Other (please describe)			
Total Personnel Expenses	\$	63,750	
Instructional Supplies and Resources			
Textbooks			
Library, periodicals, etc			
Technology			
Assessment materials			
Computers			
Software			
Other classroom supplies			
Field trips, other unclassified items			
Co-curricular & Athletics			
Other (please describe)			
Total Instructional Supplies and Resources	\$	-	
Support Supplies and Resources			
Administrative Computers	\$	3,000	Three computers
Administrative Software	\$	1,000	Software for three computers
Administration Dues, fees, misc expenses	\$	1,500	From Dues line in other budget
Office supplies	\$	1,000	Stationary/writing/miscellaneous
Other (please describe)	\$	10,000	Advertising
Other (please describe)			
Total Support Supplies and Resources	\$	16,500	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Charter Board D & O Insurance			
Other (please describe)			
Other (please describe)			

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 3,000	Legal fees of \$500/month
Audit Services		
Payroll Services	\$ 12,000	Bookkeeping Plus at \$2000/month
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 20,500	Registration/school/open house information
Consultants		
Internet Services	\$ 600	Four months of Internet (plus installation)
Telephone/Telecommunication Services	\$ 500	Four months of telephone, plus setup
Liability Insurance		
Unemployment Insurance		
Workers' Compensation Insurance		
Student Insurance Coverage		
Other Insurance Coverage		
Travel		
Postage	\$ 1,000	Four months of postage
Special Education Services		
Student Information Services		
Food service		
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 37,600	
Facilities		
Rent, mortgage, or other facility cost	\$ 72,500	Six months of rent/lease
Furniture	\$ 2,500	Administrative offices furniture
Gas/electric	\$ 5,500	Based on .75/cent square foot/year
		Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Water/ Sewer	\$ 1,500	
Grounds Keeping	\$ 3,000	Grass/snow removal
Maintenance Services	\$ 33,750	Lights/cleaning supplies/etc.
Custodial	\$ 10,000	Part-time custodial employee

Waste disposal	\$ 1,500	Trash service
Other (please describe)		
Total Facilities	\$ 130,250	
Other		
Contingency		
Indiana Charter School Board Administrative Fee		0% in Year 0
CMO/EMO Fee		
Other (please describe)		
Total Other	\$ -	
Total Expenditures	\$ 248,100	
Carryover/Deficit	\$ 251,900	

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 1		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 479,650	Based on \$5,300 per students (1/2 for kindergarten).
Common School Loan	\$ 125,000	Common School Loan program
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch	\$ 69,469	Budgeted at 75 percent of lunch expense and includes breakfast revenue.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 18,900	State reimbursement
Gifted and Talented Program		
Textbook Reimbursement	\$ 14,000	Estimated free and reduced textbook reimbursement
Summer School		
State tuition support:		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 45,000	Estimates provided by Bookkeeping Plus
Title II	\$ 5,000	Estimates provided by Bookkeeping Plus
Federal Lunch Program	\$ 14,000	Estimates provided by Bookkeeping Plus
Federal Breakfast Reimbursement	\$ 7,000	Estimates provided by Bookkeeping Plus
Other Revenue Federal sources (please describe)	\$ 13,511	Special Ed communication disorders \$533/documentd student - National average is 13 percent. 195*.13*533
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 21,660	Estimated at \$ 3/hr*2 hr*19(10% of population*190
Interest Income		
Other (please describe)	\$ 19,000	Student fees @ \$100/student.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 832,190	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 655,875	Use staffing workbook
Substitutes	\$ 8,000	Substitute teachers
Professional Development	\$ 25,000	Estimated @ \$2,500 per teacher.
Bonuses		
Other (please describe)	\$ 49,191	PERF and TERF
Other (please describe)		
Other (please describe)	\$ 52,653	Based on State of Indiana Health Plan and assuming 1/3 of employees in family plan and 1/3 in single plan
Other (please describe) BASE	\$ 11,400	Paying two staff members \$10/hr*2*3 hr*190 days
Other (please describe)		
Total Personnel Expenses	\$ 802,119	
Instructional Supplies and Resources		
Textbooks	\$ 190,000	Estimate from Calvert Partners
Library, periodicals, etc	\$ 5,000	Books and Magazines
Technology	\$ 5,000	Classroom-based technology (cameras, etc.)
Assessment materials	\$ 5,550	Estimate from NWEA
Computers	\$ 9,000	Computer for classroom teachers
Software	\$ 5,000	Software for classroom teachers' computers
Other classroom supplies		
Field trips, other unclassified items	\$ 9,000	Estimate on field trips (admission/transportation)
Co-curricular & Athletics	\$ 10,000	Estimate for three sports and five clubs
Other (please describe)	\$ 30,000	Instructional furniture and equipment
Other (please describe)		
Total Instructional Supplies and Resources	\$ 268,550	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 1,500	Association dues/fees
Office supplies	\$ 5,010	Stationary/writing/miscellaneous
Other (please describe)	\$ 5,000	Advertising
Other (please describe)		

Total Professional Purchased or Contracted Services	\$	280,626	
Facilities			
Rent, mortgage, or other facility cost	\$	127,500	8.50/sq. ft. * 15000
Furniture			Included under earlier furniture
Gas/electric	\$	11,100	Based on .75/cent square foot/year
Water/ Sewer	\$	1,360	Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Grounds Keeping	\$	6,000	Grass/snow removal
Maintenance Services	\$	67,500	Lights/cleaning supplies/etc.
Custodial	\$	20,000	Part-time custodial employee
Waste disposal	\$	3,000	Trash service
Other (please describe)	\$	2,400	Security Monitoring \$200/month
Other (please describe)			
Total Facilities	\$	238,860	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	9,593	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)			
Total Other	\$	9,593	
Total Expenditures	\$	1,615,537	
Carryover/Deficit	\$	(783,347)	

Cumulative Carryover/(Deficit)

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 2		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,030,850	Based on \$5,300 per students (1/2 for kindergarten).
Common School Loan	\$ 250,000	Common School Loan program
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch	\$ 69,469	Budgeted at 75 percent of lunch expense and includes breakfast revenue.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 18,900	State reimbursement
Gifted and Talented Program		
Textbook Reimbursement	\$ 14,000	Estimated free and reduced textbook reimbursement
Summer School		
State tuition support		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 45,000	Estimates provided by Bookkeeping Plus
Title II	\$ 5,000	Estimates provided by Bookkeeping Plus
Federal Lunch Program	\$ 14,000	Estimates provided by Bookkeeping Plus
Federal Breakfast Reimbursement	\$ 7,000	Estimates provided by Bookkeeping Plus
Other Revenue Federal sources (please describe)	\$ 13,511	Special Ed communication disorders \$533/documentd student - National average is 13 percent. 219*.13*533
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 25,080	Estimated at \$ 3/hr*2 hr*19(10% of population*190
Interest Income		
Other (please describe)	\$ 22,000	Student fees @ \$100/student.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,514,810	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 674,882	Use staffing workbook
Substitutes	\$ 8,240	Substitute teachers
Professional Development	\$ 50,000	Estimated @ \$2,500 per teacher.
Bonuses		
Other (please describe)	\$ 50,616	PERF and TERF
Other (please describe)		
Other (please describe)	\$ 54,233	Based on State of Indiana Health Plan and assuming 1/3 of employees in family plan and 1/3 in single plan
Other (please describe)	\$ 11,400	Paying two staff members \$10/hr*2*3 hr*190 days
Other (please describe)		
Total Personnel Expenses	\$ 849,371	
Instructional Supplies and Resources		
Textbooks	\$ 180,000	Estimate from Calvert Partners
Library, periodicals, etc	\$ 5,000	Books and Magazines
Technology	\$ 5,000	Classroom-based technology (cameras, etc.)
Assessment materials	\$ 5,925	Estimate from NWEA
Computers	\$ 5,000	Computer for classroom teachers
Software	\$ 5,000	Software for classroom teachers' computers
Other classroom supplies		
Field trips, other unclassified items	\$ 9,000	Estimate on field trips (admission/transportation)
Co-curricular & Athletics	\$ 10,000	Estimate for three sports and five clubs
Other (please describe)	\$ 5,000	Instructional furniture and equipment
Other (please describe)		
Total Instructional Supplies and Resources	\$ 229,925	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	Computer replace/add
Administrative Software	\$ 1,000	Software update/add
Administration Dues, fees, misc expenses	\$ 1,500	Association dues/fees
Office supplies	\$ 1,000	Stationary/writing/miscellaneous
Other (please describe)	\$ 5,000	Advertising
Other (please describe)		

Total Professional Purchased or Contracted Services	\$	337,755	
Facilities			
Rent, mortgage, or other facility cost	\$	127,500	8.50/sq. ft. * 15000
Furniture			Included under earlier furniture
Gas/electric	\$	11,433	Based on .75/cent square foot/year
Water/ Sewer	\$	1,401	Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Grounds Keeping	\$	6,000	Grass/snow removal
Maintenance Services	\$	67,500	Lights/cleaning supplies/etc.
Custodial	\$	20,000	Part-time custodial employee
Waste disposal	\$	3,000	Trash service
Other (please describe)	\$	2,400	Security Monitoring \$200/month
Other (please describe)			
Total Facilities	\$	239,234	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	20,617	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)			
Total Other	\$	20,617	
Total Expenditures	\$	1,691,270	
Carryover/Deficit	\$	(176,460)	

Cumulative Carryover/(Deficit)

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 3		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,219,000	Based on \$5,300 per students (1/2 for kindergarten).
Common School Loan	\$ 250,000	Common School Loan program
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch	\$ 138,938	Budgeted at 75 percent of lunch expense and includes breakfast revenue.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 37,800	State reimbursement
Gifted and Talented Program		
Textbook Reimbursement	\$ 28,000	Estimated free and reduced textbook reimbursement
Summer School		
State tuition support		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 90,000	Estimates provided by Bookkeeping Plus
Title II	\$ 10,000	Estimates provided by Bookkeeping Plus
Federal Lunch Program	\$ 28,000	Estimates provided by Bookkeeping Plus
Federal Breakfast Reimbursement	\$ 14,000	Estimates provided by Bookkeeping Plus
Other Revenue Federal sources (please describe)	\$ 27,022	Special Ed communication disorders \$533/documentd student - National average is 13 percent. 266*.13*533
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 30,780	Estimated at \$ 3/hr*2 hr*19(10% of population*190
Interest Income		
Other (please describe)	\$ 27,000	Student fees @ \$100/student.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,900,540	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 927,328	Use staffing workbook
Substitutes	\$ 8,487	Substitute teachers
Professional Development	\$ 100,000	Estimated @ \$2,500 per teacher.
Bonuses		
Other (please describe)	\$ 69,550	PERF and TERF
Other (please describe)		
Other (please describe)	\$ 55,860	Based on State of Indiana Health Plan and assuming 1/3 of employees in family plan and 1/3 in single plan
Other (please describe)	\$ 15,200	Paying two staff members \$10/hr*2*3 hr*190 days
Other (please describe)		
Total Personnel Expenses	\$ 1,176,425	
Instructional Supplies and Resources		
Textbooks	\$ 200,000	Estimate from Calvert Partners
Library, periodicals, etc	\$ 5,000	Books and Magazines
Technology	\$ 5,000	Classroom-based technology (cameras, etc.)
Assessment materials	\$ 6,690	Estimate from NWEA
Computers	\$ 5,000	Computer for classroom teachers
Software	\$ 5,000	Software for classroom teachers' computers
Other classroom supplies		
Field trips, other unclassified items		Estimate on field trips (admission/transportation)
Co-curricular & Athletics	\$ 14,500	Estimate for three sports and five clubs
Other (please describe)	\$ 5,000	Instructional furniture and equipment
Other (please describe)		
Total Instructional Supplies and Resources	\$ 246,190	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	Computer replace/add
Administrative Software	\$ 1,000	Software update/add
Administration Dues, fees, misc expenses	\$ 1,500	Association dues/fees
Office supplies	\$ 1,000	Stationary/writing/miscellaneous
Other (please describe)	\$ 5,000	Advertising
Other (please describe)		

Total Professional Purchased or Contracted Services	\$	384,506	
Facilities			
Rent, mortgage, or other facility cost	\$	127,500	8.50/sq. ft. * 15000
Furniture			Included under earlier furniture
Gas/electric	\$	23,522	Based on .75/cent square foot/year
Water/ Sewer	\$	2,886	Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Grounds Keeping	\$	6,000	Grass/snow removal
Maintenance Services	\$	67,500	Lights/cleaning supplies/etc.
Custodial	\$	20,000	Part-time custodial employee
Waste disposal	\$	3,000	Trash service
Other (please describe)	\$	2,400	Security Monitoring \$200/month
Other (please describe)			
Total Facilities	\$	252,808	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	24,380	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)			
Total Other	\$	24,380	
Total Expenditures	\$	2,098,769	
Carryover/Deficit	\$	(198,229)	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Head of School	1	74,263	74,263	9,283	83,546
Assistant Head of School	1	55,000	55,000	6,875	61,875
Business Manager	1	47,441	47,441	5,930	53,371
Administrative Assistant	1	26,523	26,523	3,315	29,838
Teaching Staff (12 class/1 Special ed)	13	39,095	508,235	63,529	571,764
Classroom assistants	6	11,670	70,020	8,753	78,773
School Nurse	0.5	45,619	22,810	2,851	25,661
Custodial	0.5	40,000	20,000	2,500	22,500
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TOTAL			824,292	103,036	927,328

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 4		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,537,000	Based on \$5,300 per students (1/2 for kindergarten).
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch	\$ 138,938	Budgeted at 75 percent of lunch expense and includes breakfast revenue.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 37,800	State reimbursement
Gifted and Talented Program		
Textbook Reimbursement	\$ 28,000	Estimated free and reduced textbook reimbursement
Summer School		
State tuition support		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 90,000	Estimates provided by Bookkeeping Plus
Title II	\$ 10,000	Estimates provided by Bookkeeping Plus
Federal Lunch Program	\$ 28,000	Estimates provided by Bookkeeping Plus
Federal Breakfast Reimbursement	\$ 14,000	Estimates provided by Bookkeeping Plus
Other Revenue Federal sources (please describe)	\$ 27,022	Special Ed communication disorders \$533/documentd student - National average is 13 percent. 344*.13*533
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 38,760	Estimated at \$ 3/hr*2 hr*19(10% of population*190
Interest Income		
Other (please describe)	\$ 34,000	Student fees @ \$100/student.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,983,520	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 954,475	Use staffing workbook
Substitutes	\$ 8,742	Substitute teachers
Professional Development	\$ 100,000	Estimated @ \$2,500 per teacher.
Bonuses		
Other (please describe)	\$ 71,586	PERF and TERF
Other (please describe)		
Other (please describe)	\$ 57,536	Based on State of Indiana Health Plan and assuming 1/3 of employees in family plan and 1/3 in single plan
Other (please describe)	\$ 19,000	Paying two staff members \$10/hr*2*3 hr*190 days
Other (please describe)		
Total Personnel Expenses	\$ 1,211,338	
Instructional Supplies and Resources		
Textbooks	\$ 300,000	Estimate from Calvert Partners
Library, periodicals, etc	\$ 5,000	Books and Magazines
Technology	\$ 5,000	Classroom-based technology (cameras, etc.)
Assessment materials	\$ 7,860	Estimate from NWEA
Computers	\$ 5,000	Computer for classroom teachers
Software	\$ 5,000	Software for classroom teachers' computers
Other classroom supplies	\$ 5,000	
Field trips, other unclassified items		Estimate on field trips (admission/transportation)
Co-curricular & Athletics	\$ 16,500	Estimate for three sports and five clubs
Other (please describe)	\$ 5,000	Instructional furniture and equipment
Other (please describe)		
Total Instructional Supplies and Resources	\$ 354,360	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	Computer replace/add
Administrative Software	\$ 1,000	Software update/add
Administration Dues, fees, misc expenses	\$ 1,500	Association dues/fees
Office supplies	\$ 1,000	Stationary/writing/miscellaneous
Other (please describe)	\$ 5,000	Advertising
Other (please describe)		

Total Professional Purchased or Contracted Services	\$	448,573	
Facilities			
Rent, mortgage, or other facility cost	\$	127,500	8.50/sq. ft. * 15000
Furniture			Included under earlier furniture
Gas/electric	\$	24,228	Based on .75/cent square foot/year
Water/ Sewer	\$	2,973	Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Grounds Keeping	\$	6,000	Grass/snow removal
Maintenance Services	\$	67,500	Lights/cleaning supplies/etc.
Custodial	\$	20,000	Part-time custodial employee
Waste disposal	\$	3,000	Trash service
Other (please describe)	\$	1,500	Security Monitoring \$200/month
Other (please describe)			
Total Facilities	\$	252,701	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	30,740	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)	\$	144,238	DEBT SERVICE AND INTEREST
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	174,978	
Total Expenditures	\$	2,456,509	
Carryover/Deficit	\$	(472,989)	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Head of School	1	76,491	76,491	9,561	86,052
Assistant Head of School	1	56,650	56,650	7,081	63,731
Business Manager	1	48,864	48,864	6,108	54,972
Administrative Assistant	1	27,319	27,319	3,415	30,734
Teaching Staff (12 class/1 Special ed?)	13	40,268	523,484	65,436	588,920
Classroom assistants	6	12,020	72,120	9,015	81,135
School Nurse	0.5	46,988	23,494	2,937	26,431
Custodial	0.5	40,000	20,000	2,500	22,500
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TOTAL			848,422	106,053	954,475

School Name: Central Indiana Academy

Expected New School Annual Operating Budget -- YEAR 5		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,955,700	Based on \$5,300 per students (1/2 for kindergarten).
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch	\$ 138,938	Budgeted at 75 percent of lunch expense and includes breakfast revenue.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 37,800	State reimbursement
Gifted and Talented Program		
Textbook Reimbursement	\$ 28,000	Estimated free and reduced textbook reimbursement
Summer School		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 90,000	Estimates provided by Bookkeeping Plus
Title II	\$ 10,000	Estimates provided by Bookkeeping Plus
Federal Lunch Program	\$ 28,000	Estimates provided by Bookkeeping Plus
Federal Breakfast Reimbursement	\$ 14,000	Estimates provided by Bookkeeping Plus
Other Revenue Federal sources (please describe)	\$ 27,022	Special Ed communication disorders \$533/documentd student - National average is 13 percent. 430*.13*533
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 49,020	Estimated at \$ 3/hr*2 hr*19(10% of population*190
Interest Income		
Other (please describe)	\$ 43,000	Student fees @ \$100/student.
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,421,480	

EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 982,438	Use staffing workbook
Substitutes	\$ 9,004	Substitute teachers
Professional Development	\$ 100,000	Estimated @ \$2,500 per teacher.
Bonuses		
Other (please describe)	\$ 73,683	PERF and TERF
Other (please describe)		
Other (please describe)	\$ 59,262	Based on State of Indiana Health Plan and assuming 1/3 of employees in family plan and 1/3 in single plan
Other (please describe)	\$ 22,800	Paying two staff members \$10/hr*2*3 hr*190 days
Other (please describe)		
Total Personnel Expenses	\$ 1,247,187	
Instructional Supplies and Resources		
Textbooks	\$ 300,000	Estimate from Calvert Partners
Library, periodicals, etc	\$ 5,000	Books and Magazines
Technology	\$ 5,000	Classroom-based technology (cameras, etc.)
Assessment materials	\$ 9,150	Estimate from NWEA
Computers	\$ 5,000	Computer for classroom teachers
Software	\$ 5,000	Software for classroom teachers' computers
Other classroom supplies	\$ 5,000	
Field trips, other unclassified items		Estimate on field trips (admission/transportation)
Co-curricular & Athletics	\$ 17,500	Estimate for three sports and five clubs
Other (please describe)	\$ 5,000	Instructional furniture and equipment
Other (please describe)		
Total Instructional Supplies and Resources	\$ 356,650	
Support Supplies and Resources		
Administrative Computers	\$ 1,000	Computer replace/add
Administrative Software	\$ 1,000	Software update/add
Administration Dues, fees, misc expenses	\$ 1,500	Association dues/fees
Office supplies	\$ 1,000	Stationary/writing/miscellaneous
Other (please describe)	\$ 5,000	Advertising
Other (please describe)		

Total Professional Purchased or Contracted Services	\$	507,606	
Facilities			
Rent, mortgage, or other facility cost	\$	127,500	8.50/sq. ft. * 15000
Furniture			Included under earlier furniture
Gas/electric	\$	24,955	Based on .75/cent square foot/year
Water/ Sewer	\$	3,062	Based on 1,050 gallons day for 240 days multiplied by local water rate (\$3.72 per 100 cubic feet) and local sewer rate (\$4.72 per 100 cubic feet) plus monthly fees (59.54 for water; 41.98 for sewer)
Grounds Keeping	\$	6,000	Grass/snow removal
Maintenance Services	\$	67,500	Lights/cleaning supplies/etc.
Custodial	\$	20,000	Part-time custodial employee
Waste disposal	\$	3,000	Trash service
Other (please describe)	\$	1,500	Security Monitoring \$200/month
Other (please describe)			
Total Facilities	\$	253,517	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	39,114	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)	\$	144,238	DEBT SERVICE AND INTEREST
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	183,352	
Total Expenditures	\$	2,562,973	
Carryover/Deficit	\$	(141,493)	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Head of School	1	78,786	78,786	9,848	88,634
Assistant Head of School	1	58,350	58,350	7,294	65,644
Business Manager	1	50,330	50,330	6,291	56,621
Administrative Assistant	1	28,139	28,139	3,517	31,656
Teaching Staff (12 class/1 Special ed?)	13	41,476	539,188	67,399	606,587
Classroom assistants	6	12,381	74,286	9,286	83,572
School Nurse	0.5	48,398	24,199	3,025	27,224
Custodial	0.5	40,000	20,000	2,500	22,500
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TOTAL			873,278	109,160	982,438

Attachment 23. Budget Narrative

Central Indiana Academy is working with Beth Reynolds of Bookkeeping Plus and is still evaluating its revenue and expense projections.

CIA also is in the process of filling out paperwork for the USDA Rural Development program in anticipation of applying for grants and/or loans under that federal program. The group also is examining financing options with the Illinois Finance Facility and the Charter School Development Corporation – both of which work with charter school nationally.

Our pre-operational (Year 0) budget assumes the charter school federal grant (the PCSP program) and a loan with either IFF, CSDC, or the USDA.

Revenue assumptions are based on the per-pupil revenue chart for the district in which we would house the charter school, plus additional revenue from Title I and Title II programs, full-day kindergarten, the Common School Loan fund, and income from lunch programs and textbook fees.

On the expense side, we budgeted 3 percent annual increases in most expense categories.

The initial budget numbers in all categories came from either direct sources, industry averages, historic data, or a combination. These include:

- Jennifer Jones, owner of the proposed facility site;
- Calvert Partners, who would provide the curriculum;
- Lebanon Utilities, for some utility expenses based on their published rates
- State of Indiana, for per-pupil funding amounts, health insurance data, and teacher retirement data;
- IRS, for taxes
- Bookkeeping Plus, for some of the school grant and loan information, state pupil funding sources, and other educational expense and revenue
- Lamar & Lamar Insurance, for most insurance information.