



Office of Charter Schools

REQUEST FOR PROPOSAL

For

The Kaizen Academy

Opening in the 2013-14 School Year



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

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

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

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

Primary contact person: Christopher L. Howey, Ph.D.

Mailing address: 7117 N. Olney St. Street/ PO Box
Indianapolis IN 46240
City State Zip

Phone: (day) 317-650-4047 (evening) 317-841-8664

Email address: chowey@aikiconcepts.org **Fax:** _____

Primary contact for facilities planning: Christopher L. Howey, Ph.D.

Phone Number: see above **e-mail:** see above

Name of team or entity applying: AikiConcepts, Inc.

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

Full Name	Current Job Title and Employer	Position with Proposed School
Christopher L. Howey, Ph.D.	Coordinator of IPS Off Campus Instruction and Assistive Technology	Lead Administrator & SPED Director
Daniel Baron	Executive Director, The School Project Foundation	Co-Creator
Tarrance Banks	Chief Financial Officer, The School Project Foundation	Financial advisor
John (Scott) Taylor	IPS teacher with Off Campus Instruction	Lead Teacher & Careers Coordinator
Evelyn Dysarz, D.C.	Chiropractic Physician and Martial Arts instructor	Chairperson of the Board of AikiConcepts
James Brown, Ph.D.	Retired Dean of the IUPUI School of Journalism	Board Member
The Rev. Derek Jefferson	Pastor, Jerusalem Temple Apostolic Church	Board Member
Tim Luley	Engineer, Vector Consulting	Secretary of the Board
Glenda Survance	IT Director, Disciples of Christ	Board Member
Jim VanRenterghem	Owner, Elite Printing	Treasurer of the Board
Beth Reynolds	CEO, Bookkeeping Plus	Financial Services provider
Michelle Thompson	Executive Director, Institute for School Excellence	Special Needs services provider

*Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? No

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

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

Authorizer(s): Indianapolis Mayor's Office (for a similar, but not exact, school model)

Submission date(s): August, 2011

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2013	Indianapolis Public Schools boundaries	9 - 12	9-12

Model or Focus of Proposed School (*e.g.*, Arts, College Prep, Dual-Language, etc.), if any:
A high school diploma program for male adults and teens who have dropped out of conventional schools.

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

No

Proposed Principal/Head of School Information, if known:

Name of proposed Principal Candidate: Christopher L. Howey, Ph.D.

Current employment: Off Campus Instruction program, Indianapolis Public Schools

Daytime phone: 317-650-4047 Cell phone: 317-650-4047

Email: chowey@aikiconcepts.org

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)	300	300	9 - 12
Year 2	400	400	9 - 12
Year 3	400	400	9 - 12
Year 4	400	400	9 - 12
Year 5	400	400	9 - 12
At Capacity (specify year)	2014		

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SCHOOL NARRATIVE

School Overview

1. Mission and Vision

A. Mission

Several years ago, a small group of Indianapolis Public Schools (IPS) educators began exploring ways to effectively serve an inner city population that is undereducated, unrepresented and underemployed. This population, made up of males age 16 and older, has either left school without a high school diploma or will soon do so. They are relegated to low-paying jobs at best, and stymied at many levels where a high school diploma opens doors. They left school for many reasons, yet generally have in common a sense of discouragement, perhaps anger, and poor self esteem.

From those discussions, and the educators' experiences in public schools, the concept of The Kaizen Academy evolved. The structure of the Academy is deliberately created to offer an encouraging, untraditional path to success for learners who did not survive in the traditional school environment. Consequently:

The mission of The Kaizen Academy is to enable male, high risk, secondary school learners and dropouts within Marion County, ages 16 and older, to earn their high school diplomas and become productive life-long learners while acquiring the habits, skills, and dispositions embodied in the non-aggressive martial arts of Aikido and Jodo.

B. Vision

The vision of The Kaizen Academy is that while completing a rigorous academic education through computer-delivered instruction, a learner will also immerse himself in the character building components of non-aggressive martial arts with the consequent development of the skills of self mastery, cooperation and respect.

Success at The Kaizen Academy will look like a young man holding aloft his new high school degree and smiling. He will look forward to job, career or further education opportunities with a step-by-step plan. He will possess an attitude of participation, connection and pursuit of achievement. He will be supported by the Academy which will continue to provide him with free martial arts training and participation in the community of martial artists centered about the school. He will have been exposed to attitudes and beliefs of personal possibilities to embrace the larger community in its civic, employment and personal relationship realms. In a city that currently faces up to a 40% high school dropout rate and a significant unemployment rate among drop outs, The Kaizen Academy offers him a realistic step towards a more promising future.

The vision of The Kaizen Academy is to:

- Provide a rigorous education leading to a high school diploma,
- Engage each learner in a vital, demanding martial arts curriculum, leading to the opportunity for achieving a black belt, that stresses the values of self discipline, respect for self and others and personal responsibility,
- Value each individual learner, with no prejudgments regarding race, class, language or abilities,
- Intentionally create a culture of encouragement and possibilities for learners,
- Empower learners to become productive members of the community and society,
- Uncover with the learner the existence of choices in his life,
- Identify obstacles and barriers to success, with learners, staff and community organizations working together to minimize them,
- Measure the school's success by the success of its learners.

In order to achieve its vision, The Kaizen Academy will put in place a number of nontraditional dynamics to replace the traditional school setting which, apparently, failed these learners. A strong educational program, PLATO, which aligns with Indiana state standards, will be used for the academic courses which will be computer delivered instruction. Learners will work on these courses both off campus and at the school's computer lab.

This proposed school plan, while unconventional, meets Ball State University charter school program guidelines and aligns with the purpose of Indiana charter schools, as defined in Indiana Code 20-24-2-1. That law says, in part (emphasis added), that "a charter school may be established under this article to provide innovative and autonomous programs that do the following: (1) serve the different learning styles and needs of public school learners (and) (2) offer public school learners appropriate and innovative choices".

An unconventional element of The Kaizen Academy is that it is a single gender school. This aspect of the vision for the school is supported in Indiana Code IC 20-24-5-4 and reads (emphasis added): "Sec. 4. (a) Except as provided in this chapter, a charter school may not establish admission policies or limit learner admissions in any manner in which a public school is not permitted to establish admission policies or limit learner admissions. (b) Notwithstanding subsection (a), a charter school may operate as a single gender school if approved to do so by the sponsor".

The framers of the Indiana laws governing charter schools apparently felt that there was a basis for single gender schools; they went so far as amending the law to support the concept. The Founding Group has studied that issue and agrees. For example, The National Foundation for Educational Research was commissioned to study the effect that single-sex vs. coed schools had on academic performance. The Foundation studied 2,954 high schools. They found, in their 2002 report, the beneficial effect of single-sex schools was statistically significant for low performing high school males; exactly the population The Kaizen Academy is intending to serve (Source: "Single-Sex vs. Coed: The Evidence"; The National Foundation for Educational Research (2002)).

Research has shown that single gender schools reduce learner distractions and improve focus. Educator Graham Able published a study of learner performance in 30 coeducational and single-sex schools. Dr. Able's study documented superior academic performance of learners in single-sex schools, after controlling for socioeconomic class and other variables he wrote, "The most significant finding was that the advantage of single-sex schooling is even greater for boys in terms of academic results than for girls," (Alison Gordon, "In a class of their own: boys benefit even more than girls from single-sex schools," in *The Mail on Sunday (UK)*, June 11, 2000, p. 42). The National Foundation for Educational Research study, referred to above, went so far as to state, "It would be possible to infer from the findings that, in order to maximize performance, [public] schools should [have] about 180 pupils per cohort, or year, and be single-sex."

The Academy will intentionally set the stage for a school culture of collaboration, cooperation and pursuit of achievement based on aspects of the Japanese traditions found within the martial arts and embodied in the concept of "Kaizen." Kaizen is the process of intentionally making continual and incremental improvements. Even before his first academic day in the Academy, an enrolled learner will be assessed to determine his individual starting point at the school. Staff and the learner will work together to create a step-by-step plan for him called his Personal Education Plan. He will begin with this plan on Day One.

The Kaizen approach to incremental improvement is found in every aspect of the school: in the very nature of computer delivered instruction, in the learning process of the non-aggressive martial arts, and in planning and delivery of the Project-based learning and Service Learning.

Another important philosophical underpinning of the school culture will be the practice of the Japanese idea of Sempai/Kohai, a powerful and essential part of the learners' martial arts training. Sempai/Kohai means that more advanced learners take on the responsibility to help and guide junior learners, while the juniors are open to and respectful of that help. It is believed that the promotion of this intentional culture of Kaizen and Sempai/Kohai will provide learners with a viable way of being successful in many aspects of their lives.

Surveys of American business organizations almost invariably cite poor communications skills and a lack of cooperativeness among the major deficiencies found in the skill sets of contemporary youth. Kaizen and the Sempai/Kohai principles address those concerns in a vital and concrete way.

This intentional culture will be apparent on a daily basis. For example, learners will be clustered by earned credits, not grades, and their cluster membership will be indicated by a traditional, Japanese jacket they will wear in the Academy called a Happi. The Happi will be color-coded so that who is the junior (Kohai) and who is the senior (Sempai) will be apparent. Celebrations of incremental success in academic courses and martial arts study are also planned.

The Founding Group recognizes that many of its learners will be discouraged and may have defaulted to anti-social attitudes and even violence as a reaction to frustration. The Founding Group believes the school culture, combined with the self-discipline and self-defense core of the school's non-aggressive martial arts program, will demonstrate to learners an alternative way to

be in the world. The self discipline and self mastery of the non-aggressive martial arts will be emphasized, and learners will have the opportunity to teach these arts in the community.

The proposed Lead Administrator taught these martial arts with great success for six years in an alternative high school in Indianapolis Public Schools (IPS). In addition to his 27 years as a licensed secondary and post-secondary educator, he has 40 years of Aikido practice and nine years of Jodo practice, the two non-aggressive martial arts planned for the school.

The Academy will be a hybrid school, with study and classes at the facility combined with flexible learning time at home through computer-based instruction. Completion of academic courses will be based on mastery, not seat time. Computer delivered instruction, PLATO, which aligns with Indiana state standards, will be used for the academic courses. The planned teacher/learner ratio of 1:60 for core academic courses is significantly less than the ratio of 1:150+ that has been used successfully in the proposed Lead Administrator's IPS Off Campus Instruction program. It is slightly higher than the more conservative, 1:55 ratio that is commonly used in virtual schools such as the Ohio Virtual Academy and the Connections Academy.

The Academy will base its academic courses on the needs of an adult learner, including its didactic style and scheduling. Individualized instruction will be the baseline method for teaching core academics while small group activities, such as Service Learning projects, will be the preferred choice for elective courses. Studies have shown that when looking at the ability to apply knowledge and solve problems, critical thinking and development of positive attitudes, small group strategies are favored processes for adult learners (McKEACHIE, W.J. & KULIK, J.A. (1975) *Effective College Teaching*. In F.N. Kerlinger (ed.) *Review of Research in Education*. Itaska, Ill. Peacock; and TIBERIUS, R.G. (1990) *Small Group Teaching: A Trouble-Shooting Guide*, Toronto, OISE Press and the Ontario Institute for Studies in Education).

The Academy will be open during the times that work best for its learners, with its schedule running from morning to evening (10a.m. – 8:30p.m.), with additional Computer Lab, martial arts and tutorial opportunities available on Saturday mornings.

In addition to a range of required and elective martial arts classes, other elective classes at the school will include courses in job and career exploration.

As a response to the pervasive need for enhancing the level of academic preparedness in the geographic and demographic community the Academy intends to serve, we are proposing to add to our admissions preferences the fathers, brothers and sons of enrolled learners who are also interested in obtaining their high school degree. These family clusters can act as support groups for one another.

The Academy will provide classes for learners with ninth through 12th grade credits.

In summary, the Academy will provide:

- A clear understanding of 21st century life skills and character values,

- Non-aggressive martial arts training, to enhance a sense of personal safety and responsibility,
- Rigorous didactic instruction through Computer Delivered Instruction (CDI), Service Learning and Project-based instruction, leading to a high school diploma or its equivalent,
- Exposure to the opportunities available in business and industry and
- Flexible class scheduling opportunities.

The Academy is a response to the achievement gap in Indianapolis, especially among minority groups. It is appropriate for any male without a high school degree who historically was not well served by the traditional school setting. The school will be a welcoming place where marginalized individuals can move towards greater personal, economic and social advancement. The hope of The Kaizen Academy, in addition to reclaiming high school dropouts, is to reduce underemployment, youth crime, and anti-social behaviors.

2. Educational Need and Anticipated Learner Population

The anticipated learner population is male, high risk, secondary school learners and dropouts within Marion County, ages 16 and older. The need for The Kaizen Academy in Marion County derives from the reality that high schools in Marion County face annual dropout rates ranging from 30 to 40% of entering freshmen. Additionally, the community faces significant levels of un- and under-employment, especially among young males and particularly among young minority males.

Many of these men want another chance. Many have been out of school, sometimes for a number of years, and know how difficult it is to move forward without a basic high school education. For example, over 150 males attending an Indianapolis area church conference this July signed an “Interested List” after The Kaizen Academy’s program was described to them by a member of the Board of Directors.

The proposed location of The Kaizen Academy will be in or near Center Township of Marion County, within the Indianapolis Public Schools boundaries. Center Township is an area characterized by a high minority population, and over 8,000 single parent households with children under age 18. The economic data show that the area is poorer than Marion County as a whole and the population is less well educated than Marion County.

The educational needs of each learner will be met by our individualized computer-based instructional program and the one-on-one attention learners will receive from our staff. Every learner that attends The Kaizen Academy will be behind in their high school credits. Many will be struggling with at least one subject area. Some may need to work on their basic skills in a subject depending on their mastery when they left high school. The flexibility of our educational model and computer delivered curriculum allows us to meet each of our learners where they are.

The Academy is committed to successfully educating learners who have been unsuccessful in conventional schools. These learners' may face many non-academic challenges with behaviors that often manifest as negative attitudes towards schools and school authorities, disengagement in an ongoing learning process and repeated suspensions and expulsions.

The Academy recognizes that many of its learners will come with serious anti-social behaviors. Kaizen is devoted to providing a culture of self-respect, self-discipline and ultimately self-mastery to address these less than desirable behaviors.

A single gender learner body has educational benefits. Considerable research and experience, such as cited earlier in this proposal, with single gender schools have occurred over a number of years. There are clear indications that many learners, especially secondary learners, benefit from programs targeted to particular aspects of their personal life demands, such as job skill development and parenting activities. When learners are seriously pursuing pressing, "real life" issues they often do better in environments in which posturing for the opposite sex and "mating games" are not distractions.

We also will strive to firmly establish the Sempai/Kohai relationship. We believe that the cultivation of a helping, nurturing attitude towards others is better than a competitive, dominating one. We further believe people will be better positioned to play a useful role in our broader society if they develop a greater sense of empathy and regard for helping others – and for receiving help graciously.

3. Educational Plan/School Design

Overview - The Kaizen Academy will implement an educational model unique in American schools. Its **major instructional methods** will include:

- ***Providing didactic instruction through Computer Delivered Instruction (CDI).*** The school will use a well-developed curriculum of high school courses delivered via Internet instruction. The rigorous comprehensive CDI system chosen is PLATO, which is aligned with both the Indiana Academic Standards and the national Core Curriculum requirements. The CDI courses will be used both for credit generation and credit recovery.

Learners will use computers set up in their homes, in facilities open to the public (e.g. libraries, churches, youth centers) and at the school to complete mastery-based courses. If Learners do not have computers available to them our partnership with NetLiteracy will acquire computers for them and provide them free of charge. Internet connectivity will be up to the learner to provide. In the event that E-rate reimbursement for off premises connectivity becomes available then considerations will be made to subsidize those costs for learners that do not have the means to provide for themselves. Learners will have access to "real time" help from both online and computer center teachers, however. Learners will always be able to come to the school facility during any workday hours and on Saturdays from 9 AM-12 PM. Provisions to eliminate test-taking cheating will include webcam proctoring and on-site End of Unit test taking in the

computer center. Learners will interact with their live instructors primarily for specialized tutorials, remedial instruction and in Project-Based and Service Learning activities and for their Aikido and Jodo classes. Learners will meet bi-weekly with staff to assess their progress.

- ***Offering an expanded and contemporary understanding of 21st Century life skills and character values.*** These skills will be practiced both in the study of two non-aggressive martial arts, Aikido and Jodo, and in the Sempai/Kohai ethic of learners who are more advanced helping learners who are less advanced. One learner assisting another will be encouraged in all aspects of learner life. The two martial arts will also be a practice in self discipline and making progress through small, incremental steps. Service Learning opportunities and Project-based Learning activities will also stress the written and verbal communications skills needed for success in today's highly interactive economy.
- ***Presenting information on the opportunities available in business and industry.*** Learners will be given opportunities to explore various jobs, and requirements and skills needed for them. Programs to successfully bridge to Ivy Tech Community College or the armed services, for example, are planned.
- ***Creating flexible class schedule options.*** As some learners will also hold part and fulltime jobs, the hours of The Kaizen Academy will extend from mid-morning into evening hours to meet their needs. Computer Delivered Instruction, by its very nature, can be accessed at any time. The school year will follow what is considered a "balanced calendar" so that learners face as little "down time" as possible.

Assessment strategies - From the moment a learner enters The Kaizen Academy, a closely monitored and individual data-driven program called his "Personal Education Plan" will enable each learner to move successfully through the curriculum. The first contact baseline, delivered within the PLATO assessment offerings, for individual performance will be followed by periodic benchmark assessments. End of course assessments (ECAs) will be administered to provide learners with the state-mandated documentation to graduate. A mentor will meet with the learner to set bi-weekly goals to insure mastery in a timely manner. Regular demonstrations will be conducted in the martial arts courses to assess progress and determine rank advancement (there are 10 ranks, called kyu, within each art that are required to become a 1st degree black belt, or Shodan. Ranks beyond Shodan can also be worked towards and may be earned during a learner's time spent in the Academy).

Non-negotiables in the school model - The aspects of the school model that interlock with each other to sustain the overall vision are the Computer Delivered Instruction (CDI), the flexible scheduling and the self mastery and cooperation with others that are inherent in the study of non-aggressive martial arts. These must be retained if the model is to maintain integrity.

Demonstration of success - The proposed Lead Administrator and a Founding Group member of The Kaizen Academy (who has a Ph.D. in Computer Delivered Instruction) began a program

of CDI for alternative high school learners at New Beginnings High School in Indianapolis Public Schools in 2003. He later conceptualized, initiated and directed a district-wide program for homebound learners titled Off Campus Instruction (OCI) also utilizing CDI.

As part of OCI, the Founding Group member created computerized systems to track each learner's course accomplishments, needs and goals. IPS's Homebound program currently serves over 400 general and special education learners each year. The use of CDI has allowed the OCI program to do much more than just meet statutory requirements. OCI provides an opportunity and a curriculum in which many learners have been promoted to a higher grade, kept pace with their in-school peers and even earned their high school diploma. Two of the Founding Group members of The Kaizen Academy have worked as staff of the OCI program since its inception in 2008.

The CDI program used, PLATO, has thoroughly documented its success in providing rigorous, standards-aligned course work in Indiana and nationwide. The PLATO curriculum is used widely in Marion County in the Indianapolis Public Schools, the Wayne Metropolitan School District (MSD), the Lawrence MSD as well as in other nearby districts and local charter schools.

Instruction in the martial arts of Aikido and Jodo, another key element of The Kaizen Academy, was also initiated at New Beginnings Alternative High School by the proposed Lead Administrator. Although many, even most, learners were placed there for fighting and demonstrations of aggression, over the seven year implementation of the AikiYouth Program, not ONE of over 300 participating learners, was suspended or expelled for violent behavior. Other learners in the school experienced a high number of disciplinary actions for aggression, with arrests occurring on almost a daily basis, during this same time frame. The Kaizen Academy will employ instructors with many years of experience in teaching Aikido and Jodo to continue and expand this tradition that produces **significantly** reduced antisocial behavior.

Summary on effectiveness and goal achievement - At the time of this writing, only two programs in Marion County are known to the authors that serve the same audience as The Kaizen Academy: the Excel Centers and IPS's Retention and Reclamation Program. While the Excel Centers have a well thought-through and useful approach to working with non traditionally aged learners, the IPS offering makes few attempts to provide anything but a second attempt in a traditional high school program. Neither of these programs is single gender. The scope of the IPS program does not approach the thoroughness and imagination of the Excel Centers or The Kaizen Academy.

The Kaizen Academy shares four central elements with the Excel Centers, which are: focusing on non-traditional learners, job readiness, flexible schedule and a rigorous academic curriculum. The Kaizen Academy adds to those elements a single-gender environment, and character development through martial arts. We believe that even more than academic and employment readiness, a development of positive attitudes and traits will benefit the learner throughout his life.

The underpinning of the Academy’s approach is its unique combination of Computer Delivered Instruction and the inclusion of the principle of Kaizen (characterized as “intentional daily incremental improvement”) and the traditions of the martial arts.

Success of the program will be a product of the execution of the Personal Educational Plan which will establish the core academic and character development experiences each learner must complete. The effectiveness of the system will be demonstrated by learners successfully completing graduation requirements both at home and at The Kaizen Academy and, for those remaining in the program for at least two years, by achieving success in their martial arts studies resulting in the award of their 1st degree black belt.

4. Community Engagement

Assessed Demand - Two arenas of community engagement are manifest in the Academy’s design: high school dropouts themselves who wish to complete their education, and many organizations with outreach programs to see that happen. Founding Group members have met with over a dozen community organizations, churches, and other charter schools who all agreed with the need for this type of school, in addition to many parents of learners who would be eligible to enroll in the Academy. A Board member described the potential program and circulated a sign-up sheet for people to indicate interest. At just one District-wide church activity he received over 150 signatures of interested men. In discussions with administrators of The Excel Centers and IPS, an Academy Founder found clear confirmation that many persons lacking a high school education have an interest in giving that benchmark another chance. The pool of high school dropouts is significant. According to The Polis Center’s SAVI Community Information System, in 2007, Center Township had 1,445 high school dropouts and Marion Country 3,798. The population in Center Township with a high school diploma or higher is just 74 percent compared to 85 percent for Marion County as a whole.

Relationships: The Kaizen Academy has already created a number of key strategic relationships with organizations that it feels will complement the Academy’s goals:

Community Partner	Nature of Partnership	Status of Partnership
IVY Tech Community College	Provide academic opportunities for learners; provide training and support for staff	Established-See letter
NetLiteracy	Provide equipment for school, access to Service projects for learners, provide curriculum support for financial and technology literacy study	Established-See letter Board of Directors membership pending

Career Exploring	Provide access to career exploration activities to learners that will be both parts of the academic curriculum and as elements in Service Learning and Project based Learning experiences	Established-See letter
Drug Free Marion County	Provide character learning curriculum related to substance abuse, provide connections to other organizations for Service Learning and Project Based Learning experiences, provide connections to other partners, make opportunities for external funding available as opportunities arise	Established-See letter
Elite Printing	Provide free and low cost printing and corporate image services, provide opportunities for Service Learning and Project Based Learning experiences, as appropriate will provide unpaid internships, serve as source for additional community support	Established – See letter Represented on the Board of Directors
Indianapolis Metropolitan Police Department	Provide support to staff in developing character development curriculum and in providing outreach presentations for learners	Established – See letter
The School Project Foundation	Partners with the school in the design of the school, assists with staff development, provides administrative support, provides access to a community of other Charter School colleagues	Established – See letter Represented as a school advisor
Family Preservation Counseling & Consulting	Provide direct services and staff development in substance abuse education. Service provider for Family and Individual counseling	Established – See letter

The Founding Group of the Academy realizes how important it is, especially with a program that is unconventional, to inform and enlist the support of whatever geographic community the school finally establishes its roots in. It is an organizational goal of the Academy to personally visit every business, church and civic organization within a minimum of 1/2 mile radius of the school. It is our intention to inform them as to the nature of our program and to determine ways that our groups can find ways to enhance one another. It is our belief that we can bring a great deal to a community through the efforts of our staff and learners in many ways, but especially through our Service Learning and Project-based Learning experiences.

5. Leadership and Governance

Full Name	Current Job Title and Employer	Position with Proposed School
Christopher L. Howey, Ph.D.	Coordinator of IPS Off Campus Instruction and Assistive Technology	Lead Administrator & SPED Director
Daniel Baron	Principle, The School Project Foundation	Consultant, Co-Creator and Trainer
Brett Duchon	English Teacher, Meikai University, Tokyo, Japan	Cultural & Business Relations Coordinator & Coach
John Scott Taylor	IPS teacher with Off Campus Instruction	Lead Teacher & Careers Coordinator
Evelyn Dysarz, D.C.	Chiropractic Physician and Martial Arts instructor	Chairperson of the Board of AikiConcepts
James Brown, Ph.D.	Retired Dean of the IUPUI School of Journalism	Board Member
Pastor Derek Jefferson	Pastor, Jerusalem Temple Apostolic Church	Board Member
Tim Luley	Engineer, Vector Consulting	Secretary of the Board
Glenda Survance	IT Director, Disciples of Christ	Board Member
Jim VanRenterghem	Owner, Elite Printing	Treasurer of the Board

See *Attachment 1* for full resumes (including contact information) and professional biographies for the individuals listed above.

6. Age and Grade Range of Learners to be Enrolled*

* ALL learners will be 16 years or above in age and have withdrawn or dropped out of high school.

Grade Level	Number of Learners					
	Year 1 2013	Year 2	Year 3	Year 4	Year 5	At Capacity Year 2 - 2014
Ninth grade: 1-10 credits	Subject to lottery Up to 300	Determined by position on Waiting List.	Same as Year 2.	Same as Year 2.	Same as Year 2.	Determined by position on Wait List.
Tenth grade: 11-20 credits	Subject to lottery Up to 300	Determined by position on Waiting List.	Same as Year 2.	Same as Year 2.	Same as Year 2.	Determined by position on Wait List.
Eleventh grade: 21-30 credits	Subject to lottery Up to 300	Determined by position on Waiting List.	Same as Year 2.	Same as Year 2.	Same as Year 2.	Determined by position on Wait List.
Twelfth grade: over 30 credits	Subject to lottery Up to 300	Determined by position on Waiting List.	Same as Year 2.	Same as Year 2.	Same as Year 2.	Determined by position on Wait List.

Statistical evidence based on the number of learners dropping out of schools in Marion County each year combined with the anecdotal reports from administrators within IPS and the Excel Centers convinces the Founding Group of The Academy that there are a substantial number of individuals who are possible enrollees. The Academy chose 300 as a starting number because that seems a reasonable amount to recruit the first year and provides an income stream adequate to provide the program being envisioned.

An increase of 100 learners is projected for the second year. That growth rate is based on expected demand tempered with an understanding that programs need time to solidify and mature. The Founding Group is choosing to maintain a relatively low cap to growth by the second year because they believe that the type of learner that the school is seeking will do better in a smaller, more intimate learning environment.

The Kaizen Academy is not seeking to become a “cookie cutter” type of program where a large expansion of learners or locations is the goal. While the CDI components are easily duplicated, the martial arts instructors with the qualities to make a difference in learners’ spirits and minds are not. Recruiting and developing such teachers will be a major goal for the Academy.

The school is fortunate during its inception phase to have the skills of some of the top ranked instructors in the United States as its martial arts faculty. The lead administrator has forty years of experience as a Sensei. The Chair of the Board, who will be volunteering time as a “guest instructor” has almost as many years of study and teaching and is the highest ranked female instructor in the United States in the style of Aikido being presented. The Head Martial Arts instructor will retire from the IMPD to take this position. He has been a student of Aikido for nearly twenty years and brings an enormous set of experiences to help him relate and respond to the audience the school expects to enroll. The potential Business Manager/Cultural Coordinator and Coach will be returning to the United States after twenty years of living, teaching and studying Japanese culture, language and martial arts. He is one of a relatively few non-Japanese instructors who teach native Japanese in the martial arts.

The Kaizen Academy has chosen its learner numbers based on:

- Anticipated demand,
- A commitment to maintaining a small, intimate school culture and with
- The realization that very few people in the United States could bring the combination of skills, education, training and capacity to serve the goals of The Academy that the proposed staff does.

Because of the very specialized set of skills needed to teach our core set of martial arts classes, the school will remain a singular entity until Academy learners and outside practitioners can be prepared to succeed and expand upon the current staff.

Section 1 - Curriculum and Instructional Methods

Education Program

Program Overview

The education program of The Kaizen Academy is both academically rigorous and emotionally engaging to learners. It is based on an essential understanding by the Founding Group: that the greatest obstacles for most learners who have failed to reach high school graduation is their attitude about themselves, their lack of trust that the future will be better and their indifference to a process in which the formal learning of new skills and knowledge is important.

The Kaizen Academy Board and staff are committed to a belief that they must meet and exceed the goal of adequate academic test scores. While the acquisition of new knowledge is important, the Academy's goal will also be to provide its learners with a sense that what they do each day in school actually matters to their future.

In summary, the Academy will provide **learning opportunities** through academic studies using a mastery based, and learner friendly, computer delivered curriculum; a challenging martial arts program; engagement in Service Learning projects useful to the community; job exploration and preparation opportunities; the self discipline of learning physical skills; and a school culture of hope and possibilities.

An **assessment strategy** is built into the CDI program. In addition, the bi-weekly progress reviews between learner and staff member will include the CDI program, service learning projects and other elective courses and martial arts courses.

Elements of the school which are **non-negotiable** are the CDI academic courses, flexible scheduling and the non-aggressive martial arts study for character development.

Two major component parts of The Kaizen Academy's plan, CDI credit generation and non-aggressive martial arts courses, have both been used, with great success. A school Founder began a successful CDI program for at-risk learners in IPS in 2003, and created and ran a CDI district wide program for homebound learners, beginning in 2008. Nationwide, the CDI program used has thoroughly documented its success in providing rigorous, standards-aligned course work and is used widely in Marion County. Two of the Founding Group staffed the homebound CDI program. One of the Founding Group conducted a martial arts program at the IPS Alternative High School, New Beginnings. Learners in that program had, almost without exception, been sent to the school as a consequence of some form of aggressive behavior. None of the at-risk learners in the Founding Member's martial arts courses were suspended or expelled for violent behavior, while at New Beginnings, over the seven year span of the program.

Curriculum and Instructional Design

The Academy's program will meet the **needs** of its learners. Academic assessments, Interest Inventories and questionnaires will be administered on the learner's Orientation Day. A closely monitored and individual data-driven document, called the Personal Education Plan, will be created from those assessments to enable each learner to move successfully through the curriculum.

The Academy's program will meet **expectations** of the Indiana Academic Standards and Common Core State Standards. The PLATO computer-based instructional system that will be used for academic courses will provide the instructional design framework. PLATO meets the Indiana Academic Standards and the Common Core State Standards.

The **basic learning environment** will be a mix of on and off campus locations. The Academy will encourage learners to complete much of their core academic curriculum at home or elsewhere with internet connectivity. Off campus participation will help learners focus their energies to best suit their individual schedules and learning preferences.

More than half of a learner's school day will be spent on campus in a combination of environments including the computer instructional lab, the martial arts dojo and small group activity areas. Current floor space plans call for a 100-station computer lab. The martial arts dojo will be of sufficient size to support simultaneous classes for up to 60 learners. Small group activity areas are planned to simultaneously accommodate at least four groups of up to 12 learners.

An **overview of the curriculum** the Academy is:

- The core academic curriculum, presented using a hybrid model of computer delivered instruction, combining virtual teacher availability at home, and computer laboratory assistance at the school location

- Career education courses that may combine computer delivered instruction and teacher delivered modules (these courses will have elements that will include either Project-based or Service Learning activities)
- Character development courses and activities that will be teacher and coach presented.

Attachment 2 is a sample course showing scope and sequence for one subject (Algebra 1-1 & 1-2).

The core academic curriculum of the Academy is provided through the PLATO curriculum supplied by PLATO Learning Inc. **Course outcomes** in the PLATO curriculum are mastery based and **aligned** with the Indiana Academic Standards and the Common Core State Standards. Learners will continue with a course until he has reached mastery and passed the course mastery exam.

Documentation on PLATO's educator support website includes files on each of the individual courses in the curriculum and in each of them it states (e. g. taken from the Algebra 1 course document): "This document identifies PLATO® Algebra 1 Course's instructional activities that correlate to the Indiana Academic Standards, Math." The documentation then refers users to the following website for authentication: <http://doe.state.in.us/standards/welcome.html>.

Identical language is used to indicate alignment to the Common Core State Standards. The PLATO curriculum is **also aligned** with the following professional organizations' standards: American Council on the Teaching of Foreign Languages, CDC National Health Standards, ISTE Technology Standards, National Council of Teaching English (NCTE), National Council of Teaching Math (NCTM), National Geography Standards (NGS), National Performance Standards, National Science Education (NSE), National Social Studies Standards and the National Standards for Art Education (NSAE).

In regards to **curricular choices**, the curriculum is fully developed and accessible electronically, and supplementary materials will also be electronically obtained. The rationale behind choosing the electronic medium is that it offers widely diverse materials at many skill levels and is free to the learner. Appropriate learner choices will be reviewed at the learner's bi-weekly meeting with his coach. Learner workshops are planned to familiarize everyone with the basics of using a computer. See *Attachment 2* for an example of supplementary materials.

A variety of highly selected Internet resources will be used such as the Kahn Academy, the Rose-Hulman Homework Hotline, and the PLATO curriculum's many "off-line" activities that call for independent Internet research. Learners are directed to numerous "juried" websites during these activities. For example, in *Attachment 2*, it can be seen that a learner in Pre-Algebra, Semester 1, can find further information on topics such as estimation basics or dividing by a two-digit number.

There are several **primary instructional strategies** that The Kaizen Academy will implement:

- Online teacher facilitation, to be implemented for core academic subjects,
- A hybrid form of computer delivered instruction using a Computer Learning lab staffed by trained facilitators,
- Small group instructional methods, such as Brainstorming, Nominal Group Technique and Critical Friends groups, will be applied to Service Learning and Project-based Learning assignments,
- Individual and group-based techniques for instructing in the martial arts.

These strategies are **well suited** for all learners as much of the interaction between learner and staff will be either individually or in small groups, and thus day to day needs of each learner can be addressed. Systems to differentiate instruction to meet all learners' needs include bi-weekly coach conferences, electronic and concrete tracking of the learner's accomplishments (postings on "the wall"), and periodic assessments.

Small group activities will be the preferred choice of delivery strategies because studies have shown that when looking at long term retention, the **ability to apply knowledge and solve problems, critical thinking and development of positive attitudes**, consistently favor small group strategies (McKEACHIE, W.J. & KULIK, J.A. (1975) *Effective College Teaching*. In F.N. Kerlinger (ed.) *Review of Research in Education*. Itaska, Ill. Peacock; and TIBERIUS, R.G. (1990) *Small Group Teaching: A Trouble-Shooting Guide*, Toronto, OISE Press and the Ontario Institute for Studies in Education; K. R. Vedros, "The Nominal Group Technique as a Participatory, Planning Method In Adult Education" (Ph.D. dissertation, Florida State University, Tallahassee, 1979)).

Methods and systems to **differentiate instruction** among learners include the first individual performance test (baseline measure), delivered via PLATO followed by periodic, parallel form computer delivered assessments. A professional coach (Professional Sempai) or a licensed teacher (Sensei) will meet with the learner to set bi-weekly goals. Working together they will review completed unit mastery tests and end of course tests to insure mastery in a timely manner. Learner's Data Walls will be updated bi-weekly. Regular demonstrations will be conducted in the martial arts courses to assess progress and determine rank advancement. End of Course Assessments (ECAs) will be administered to provide learners with the state-mandated documentation to graduate.

Pupil Performance Standards

The pupil performance standards will be mastery of all content areas, as defined by Indiana standards and Core standards, for each class taken. Learners cannot move on to a higher level before they demonstrate mastery on each unit in PLATO and each level of Aikido and Jodo.

Learners, on average, will demonstrate mastery by completing at least 10 course credits a year

Each learner has a Personal Education Plan that maps out the course of study for the year. Each learner meets with his assigned teacher or coach every two weeks to review progress and to establish new performance goals for the next two weeks. Learners will be in continual communication with their teachers and coaches.

Promotion and graduation criteria will be shared with parents if the learner is under 18 years old or if the parent is involved with the learner's life.

The Kaizen Academy graduates will leave the Academy with no less than a general high school diploma that meets or exceeds the Indiana performance standards for high school graduation. Any Kaizen learner that aspires to attend a four year higher education institution will graduate with no less than a core 40 diploma. Each Kaizen graduate will leave fully prepared for a meaningful employment, post-secondary education or a military career. Exit standards for graduating students are in *Attachment 4*.

High School Graduation Requirements

The graduation **requirement** will be mastery of all content in a rigorous 40+ credit course of study. In addition to academic readiness, the Kaizen graduate will have demonstrated continuous improvement in either Aikido or Jodo. The martial arts program will ensure that the learner has demonstrated the ability to be self-disciplined in the habits, skills, and dispositions that are required to be successful in virtually any field of employment.

Learners **will earn** their assigned credit hours by completing their required General Diploma or Core 40 courses offered in the CDI program plus **electives** offered and documented in Attachment 2. **Grade point averages** will be calculated by the course grades (A=4, B=3, C=2, D=1, and F=0) divided by the amount of courses completed.

Transcript information, in addition to grades, will include: attendance records; the learner's latest ISTEP program and End of Course Assessment test results under IC 20-32-5; any secondary level and postsecondary level certificates of achievement earned by the learner; immunization information from the immunization record the school keeps under IC20-34-4-1; and any dual credit courses taken that are included in the core transfer library under IC 21-42-5-4.

The Academy's academic courses will ensure learner **readiness** for postsecondary opportunities such as college, trade school, employment or armed services. Learners will be encouraged to develop skills to use that academic knowledge in real life situations, and to develop the capacity to communicate effectively, work with others and be creative. Experience shows us that a learner might be able to find a job without this capability, but they won't keep the job, or move up in the employment ranks without these skills.

Academy staff will regularly monitor and assess a learner's progress. If a learner is **not progressing** satisfactorily, the Lead Administrator will meet individually with the learner to motivate and re-engage him. As this education is not compulsory for the learner, a decision may be reached by Lead Administrator and learner that he is not ready to move towards graduation. The learner may then be de-enrolled, opening a learning slot for another person. During that school year, if there is an open spot, the de-enrolled learner will be welcomed back. The learner who filled the empty slot can begin academic courses, and audit a martial arts class until he officially enrolls in the course in the next full term.

School Calendar and Schedule

The annual academic calendar for the first year of The Kaizen Academy essentially duplicates that of the Indianapolis Public School system. It is anticipated that most of the learners in the Academy will reside within the IPS boundaries. They are likely to have family, even children of their own, who will be following the IPS calendar. This strategy will permit learners to have their schedules synchronized with their family members.

A significant difference between the Academy's schedule and IPS's is that our teachers will work 200+ days each year. The additional days will provide an opportunity for 20 days of in staff training, planning and personal development. Each teacher/staff member will also work one half day on Saturdays, on a rotational basis once every five weeks. The sum total of the extra Saturday hours adds up to an additional 18.5 days of available instructional times. These days will provide learners with even more opportunities to complete work and make academic progress. Therefore, the grand total of days available for instruction is 198.5. The school day, Monday through Friday, will include 3.5 hours in the Academy's building with the remaining three hours of instruction each day (i.e. 15 hours per week) distributed as the learner feels appropriate, any time within the seven day week. The schedule should provide maximum flexibility for an individual learner to have the time necessary to make steady, successful academic progress.

In subsequent years, the Academy will reconsider other scheduling options as more information on actual learner needs becomes more clear. See *Attachment 5* for the School's proposed first year calendar.

Learners in The Kaizen Academy will be able to select from four different starting periods during the day. Scheduling for such periods ensures that learners will be able to tailor their schedule to best fit their life situation. In each scheduling block there will be three 70 min. periods. Each will consist of a martial arts class, and either one elective class and a core academic or two core academic classes. Blocks of 3 1/2 hours each will start at 10 AM, 11:10 AM, 1:30 PM and 2:40 PM.

Besides the scheduled blocks of time, learners will have access to the Computer Learning Lab from 10 AM until 5:30 PM and access to instructors online from 10 AM until 8:30 PM. In the event that a learner needs assistance at a time that an instructor is not available, e-mail can be sent to instructors within the PLATO system. Responses will be returned from a teacher as soon as someone starts their workday. During the workday instructional assistance is available online that will make use of conventional Distance Learning tools such as teacher to learner video and digital whiteboard. See *Attachment 5* for a sample daily and weekly schedule. It should be noted that these blocks and times are being established on current information. During the first year we will be keeping records of calls and discussing the schedule with learners. We will revise these initial considerations as new evidence presents itself.

School Culture

The **culture** of the school will be collaborative, cooperative and driven by high expectations. The Academy will promote the Japanese idea of "Kaizen," the process of intentionally making continual and incremental improvements. Another part of the culture will be the Sempai/Kohai relationship. That relationship means that more advanced learners take on the responsibility to help and guide junior learners, while the juniors are open to and respectful of that help. Advanced learners include senior learners, teachers and coaches. A positive academic environment will be **promoted** by positive communication inherent in collaboration and cooperation. The positive culture will also **reinforce** learner intellectual and social growth.

The Academy will **create and implement** the culture in several ways: Multiple voluntary information sessions are planned during the open application period to clarify to potential learners (and, if the learner is a minor, their parents) the expectations for each Kaizen learner

and to introduce him to the non-aggressive martial arts program. A required Orientation Session, prior to the first day of school, will: familiarize learners with the school's culture; provide a time for baseline academic and interest assessments which will form the basis of the learner's Personal Educational Plan; and acquaint learners with the martial arts program. In the first week, a voluntary training class on basic computer use will be offered. Teachers and administrators will receive training to facilitate these orientations from the NetLiteracy organization, and will acquire various strategies to encourage learners towards incremental improvement.

The culture will be promoted visually. All learners, teachers and staff at the Academy will wear a traditional cotton Japanese jacket, called a Happi, which will be color coded to indicate their standing on the Sempai/Kohai continuum. Learners will be clustered by earned credits, so that learners with 30 or more academic credits will have one color Happi, and learners with between 20 and 30 credits another, for example. Juniors and seniors on the Sempai/Kohai spectrum therefore will be apparent. Kaizen-based celebrations of incremental success in academic courses and martial arts study are also planned.

Learners who enter the school **mid-year** will be assigned an appropriate Sempai to orient them.

The individual academic assessment, called Accucess in the PLATO system, and other measures, will result in a Personal Educational Plan that is flexible enough to serve learners with **special needs**, such as special education learners, English Language Learners, and at-risk learners. A staff member fluent in Spanish will be available.

A **typical school day** in the school's first year from a learner's perspective: Juan arrives at the Academy at 9:50 AM. He's the 21-year-old son of immigrants and dropped out of high school with 21 credits. He has almost completed his first year at the Academy.

Juan enters through the school's security door, puts on his Happi coat and hurries to join his team. This is a class scheduled to meet at 10:00 AM and he doesn't want to be late. He joins his group in one of the multipurpose rooms to plan with a coach a Service Learning project for a local church. It will be a project to offer a Senior Center class in Jodo. His Jodo Sensei had told him that Jodo was very good for older people because it helped them with balance and strength and Juan expects it will be a good experience working with them to help them become more fit.

Juan then goes to the Computer Learning Lab; this is a good time for him to fit "Building Time" into his schedule. He has some questions he wants to ask the Sensei about the math course he is taking, but she is occupied right then with another learner.

There is a "learner Sempai" in the lab (he can tell because of the differing colors of Happi coats) and Juan notices that they are both working on the same course. The senior learner has already completed the section of the course that puzzled Juan, so the Sempai takes a few minutes to help the Kohai. Juan understands the lesson now and completes more units than he had expected. Juan goes to his progress report, posted on the wall near his workstation, and updates it to reflect the work he has accomplished in the past day or two.

As he is leaving the Computer Learning Lab, Juan recalls the first time that he took an end of unit mastery exam. He was nervous when his Online teacher told him he had to do his unit test by either coming into the Computer Learning Lab or using a webcam. He hadn't been successful with test taking before and he had thought he might be able to get someone else to take his tests for him. That didn't work out! He actually didn't do so well at first, but he was able

to re-study his lesson and take the test again. Now he knows when to ask for help and is doing quite well. He used to think he was stupid. Now he is proud of his growth as a learner.

It's 1:30 in the afternoon and Juan has just completed his Jodo course. He is leaving the Academy, and heading to work. He will be getting credit for physical education and Life Skills courses for his Jodo study. Juan likes the grace and power of Jodo, and the sense of self control in getting "that close" with his staff and then stopping. Juan had never felt he had much control of things in his life – stuff always happened TO him.

Later that day, after returning from his job, Juan puts in an additional three hours on course work. About 8 PM he Instant Messages the Online Sensei on duty for help. When they move to a Virtual Classroom the Sensei shows him, using the two-way audio features and the Whiteboard option, how to solve the problem another way. It finally makes sense to Juan and he completes another unit in Algebra before getting some sleep.

A typical school day in the school's first year from a teacher's perspective: I'm Jan, a math teacher at The Kaizen Academy. I taught at another school for 2 years but was looking for a teaching opportunity in an online education setting. I've read a lot about this model, and, frankly think it will be the way most schools will be organized in the next twenty years or so. The Academy fulfilled my wish to work with learners on their individual needs, but not have all the excessive paperwork and extraneous duties that waste a traditional teacher's time.

My responsibilities include monitoring learners' progress and communicating to learners (and parents occasionally) at least weekly. My caseload consists of about 60 learners, but if that sounds high it really isn't. I get questions when they have REAL questions. The PLATO system does a great job of organizing and sequencing instruction. It also uses very clear language and can be repeated as many times as a learner needs it to. When a learner comes to me they need help – and that is so much easier to do, and rewarding, than when I'm expected to try and teach 30 learners at a time, all of whom are somewhere different on a curve of understanding.

9:30 AM. I enter the building and take my Happi coat from my hook. It is color coded to indicate that I am a "Sensei" or teacher and it has my name embroidered on it. My day starts with a short meeting with fellow teachers and administrators to discuss learner updates and progress.

9:45 AM. Short meeting! I go to the Computer Learning Lab, my first assignment. I read and respond to School and PLATO emails. Emails are one of the powerful technologies learners have to communicate with the Kaizen teachers, and they're great records to put in a learner's online data file.

10:00 AM. The first group of learners arrives at the Computer Learning Lab. Each learner will go to a workstation they share with three or four others during the day. They can have records or papers in a regular place. One of the best parts of teaching here at Kaizen is that none of these learners are assigned by the Academy the time to work in the Computer Learning Lab. They choose the time that best fits their schedules of elective courses, family demands and their jobs. The learners can be anywhere on the path to graduation. Usually, everyone at the

computers will be working on a different course. The other Sensei in the Lab with me this period is a Social Studies teacher. It is a great deal of fun, and professionally satisfying, to be helping learners with questions on many different courses. It forces me to stretch, but I always know if I'm not sure about something in a particular course, outside of my area of specialty, that I can count on the support of one of the other staff. Learning is Life! And The Kaizen Academy is certainly about learning! Today there were many requests for help. Some days there are only one or two questions. Learners are expected to work at least 90 minutes in a Lab period, though they are certainly encouraged to get up, move around – even talk with their fellows – as long as they're not distracting to others. Some choose to work longer in hopes of completing a course sooner or to get more help. There are minimum times for work here, but no maximums. This experience is for the learners – not for our convenience.

11 AM. Most of this session's learners leave for their electives – a martial arts class, a service learning project or one of the other types of experiences learners have to earn elective credits. Those are the courses at the Academy that have fixed times. The learners wanting to continue working on their core courses are told to take a break. Research suggests that learners shouldn't spend too much time at a workstation before they take some type of break.

11:10 AM. More learners arrive after their earlier elective courses. A few learners from the first group have decided to remain working on their courses. I continue to monitor learner progress, answer calls, and reply to emails while keeping an eye out for new learner questions. Many learners are working from home and have questions concerning their course work. I remind learners I will be online at 1 PM in my virtual classroom to assist learners that are at home and need additional help with their course work.

12:20 PM. This class session ends. It is lunch time for me.

12:50 PM. I return to the Computer Learning Lab. I review learner progress and emails. Some courses are completed. I send an email to discuss their grade with the learners before sending the grade to the office to be posted to the learners' transcripts. A parent of a 16 year old has left a voicemail requesting her child's progress. I check our school wide database on communications with learners and see that one of the Aikido instructors had a discussion with this learner just the day before. I get an idea of what's happening from the learner's perspective and return the call. The parent wanted to share a home situation that may be affecting the learner's attention to his course work. We discuss some ideas for how she may be able to get some better responses from her son and I note the call in the school wide communications database all the staff uses to keep an ongoing record of what's happening to our learners.

1:30 PM. I go to my office to begin my online assignment for the day. Three learners are waiting for me. As usual, all three had questions concerning Algebra 2-1. Go figure! (a math teacher joke). After working with the three, I placed calls to two other learners. I requested they come to the virtual classroom. I am concerned they haven't made much progress in their courses. I am hoping I can assist them with the "wall" they seemed to have hit. As the hours

pass, I have helped half a dozen learners in the virtual classroom and called other learners and a parent. I want everyone to know that I'm here to help.

3 PM. No one is left in the virtual classroom; I close it. I can still be reached by Instant Message. I spend some time completing paper work and retrieving Progress Reports.

4:20 PM. Time for MY Jodo course. One of the things I think is a terrific idea about this school is that ALL of the staff, faculty and even the Board of Directors, is required to learn one or both of the martial arts the school teaches. I'm a little older than some, and sedentary. The less physically demanding art of Jodo is perfect for me. Twice a week I have a class right along all of the other learners. Step by step I am getting better at this art and feeling better physically. When I'm teaching online or in the Lab I am Sensei. In this class, however, many of the participants are more experienced than I, so I am Kohai. This is a great opportunity for me to model what it is to be a good learner; to show the men that we all have things to teach and we all have things to learn.

5:30 PM. Time to leave. It was great day! Learners were very productive; and I learned a lot. I love teaching in an online environment. I can spend my energy working with the learners, not doing hall duty and bus monitoring, not having to complete time consuming lesson plans, and not having to discipline learners that don't want to be here. I can spend my time being an actual TEACHER, providing the right help at the right time so our learners will be successful citizens.

Supplemental Programming

The Kaizen Academy will not offer summer school as it plans a "year round calendar." Given the time and interest constraints of a basically adult learner population, the Academy will not offer conventional extra- or co-curricular activities.

A **learner-focused program**, integral to the Academy's goals, is optional advanced training in the martial arts of Aikido and Jodo, which could lead to teacher training and certification. What is planned for learners who choose this program is a combination of credit earning coursework and what may be thought of as extracurricular participation. This more intensified training will focus not just on the performance of martial art technique but will delve into issues of how to teach, and how to run a martial arts school.

The long-term plan for learners in the instructor preparation program will be to teach at youth serving groups, church groups, other charter schools or senior centers. The learner will receive credit if that is a service learning project.

Another **special extracurricular** activity being planned is holding annual workshops in Aikido and Jodo, taught by high-ranking Japanese teachers. The Kaizen Academy will have access to some of the finest martial arts instructors in Japan and feels that exposure to these individuals early in a learner's training can have a profound effect on his attitudes and enthusiasm for practicing and teaching the arts.

The Academy plans a wide-ranging program to **address** the intellectual, emotional, social development and health **issues** anticipated to be present in this audience. Arrangements have been made with several organizations partnering with The Kaizen Academy to present workshops and programs targeted at issues such as parenting, substance abuse and legal issues. Participation in some of these programs may also result in credit towards the completion of elective courses.

Special Populations and At-Risk Learners

Overall plan - Special populations will likely be the norm in the Academy's learner body, given the school's mission and proposed location in inner city Indianapolis. The Founding Group believes that the school design is well equipped with an overall strategy to serve diverse populations: CDI has been found to especially benefit special populations and all learners will complete a battery of assessments upon entry to the Academy, which will be the basis of their Personal Education Plan. Assigned staff will meet with each learner bi-weekly to assess and promote progress. Courses can be modified by teachers for special needs learners. Learners can spend as much time as necessary doing online courses, and teacher/ staff help is open-ended. The Academy's focus is to provide opportunities so that the learner will be successful. Special education licensing will be well represented at the school; in addition, a special education consultant will be employed. The Academy will serve a population with a broad spectrum of special population with tools that can effectively differentiate content and staff trained to use the tools.

The proposed Lead Administrator holds an Indiana Director of Special Needs administrative license and a Special Education license. Another Founding Group member and proposed coordinator holds a Special Education license. Other Special Needs teachers are planned.

The Kaizen Academy will also contract with Michelle Thompson and the Institute for School Excellence organization to provide services to our Special Needs population such as training, psychological testing, direct and related services providers, other measures of identifying learner eligibility, the filling out of federal and state forms, compliance monitoring and assistive technology.

Given their age at admission to the Academy, it is presumed that almost all **special needs learners** will have been previously identified. If a learner has passed his 22nd year, the requirement for his identification for Free and Appropriate Public Education will have expired. The Academy, however, is expecting a population of learners that will have current Individual Education Plans in place. Monitoring and servicing existing IEPs will be completed with identified and appropriate case conference team members in ensuring the highest quality services for each learner, and in ensuring transition service plans that meet current and post-secondary needs for each learner.

In the rare case that a learner has not yet been identified (for instance one with a learning disability), and due to parent request, self identification or staff observation an evaluation is deemed necessary, the Academy will contract with the Institute for School Excellence to provide that service.

After consulting with other schools with similar learner demographics, the Founding Group made several assumptions about prospective learners selecting the Academy: 1) learners with serious physical disabilities will tend to select out due to the physical component of the program, 2) learners on the Autism Spectrum will tend to select out because of the culture of cooperation and personal interaction. If such learners do apply and enroll, however, accommodations and adaptations will be provided ensuring high quality services. The proposed Lead Administrator has experience providing Aikido training to persons with severe physical and emotional disabilities including cerebral palsy, spinal bifida and schizophrenia.

Much of the core academic program of the Academy is very well suited to special education learners with more common eligibilities, such as mildly mentally impaired, learning or emotionally disabled. The proposed Lead Administrator of the Academy ran a CDI laboratory for six years within the Indianapolis Public Schools Alternative Education Program. It was noted and documented at the time that a majority of the courses completed in the laboratory were completed by special education learners although they constituted a minority of the learners.

For the past five years the proposed Lead Administrator has directed the homebound education program within the Indianapolis Public Schools. Each year that program provides service to between 400 and 700 learners, the majority of whom are Special Needs learners. The special education learners perform disproportionately well compared to their general education counterparts. Learners who are unable to complete credits at a conventional school because they are expected to move through numerous classes in a single day, earned CDI credit by working on one or two classes at a time. Some learners completed two years worth of courses in a single school year.

Studies have suggested the CDI suits Special Needs learners because it is nonjudgmental, runs at a pace appropriate to the individual learner, can be easily individualized, presents immediate and useful feedback as to course performance and does not present the threats to the learner's self-concept sometimes precipitated by classmates and teachers.

The PLATO curriculum is especially useful to Special Needs learners because the content material is presented in both a text format as well as in human speech. While PLATO is a mastery-based curriculum, the conditions for mastery can be varied for each learner and can take into consideration challenges the learners face both cognitively and perceptually. Additionally, PLATO has the capacity to create individualized courses consisting of units of instruction that satisfy the Indiana Standards but present content in a "high interest/low vocabulary" fashion. Another excellent feature of the PLATO curriculum is a highly detailed set of progress reports available on every learner. These reports can easily monitor progress and interventions can be timely if the learner exhibits unusual difficulties in his academics. A learner,

given appropriate course modifications and progress monitoring, will be able to graduate. Adequate staff for special needs is built into the hiring plan.

As in the situation noted for special education learners, given the age of the Academy's learners it is unlikely that identification of **ELL learners** will present the school with many ambiguities. We expect that we will readily know from the records the learner brings in what his ELL status is. Staff will ensure that ELL learners are provided the resources they need to learn and remain engaged in schoolwork. An important consideration in our selection of PLATO is that ELL learners can select languages other than English for the spoken portions of their core academic courses. As with other learners, the PLATO program, bi-weekly conferences and instructor observation will be used to monitor and evaluate learner progress, including his planned exit from the program. One of the Founding Group and a proposed staff member, a Spanish native speaker, will manage the ELL program for Spanish-speaking learners. Another proposed staff member is fluent in Japanese and is a certified ELL instructor. The Kaizen Academy will contract, when necessary, with outside providers in order to meet the educational needs of other second-language learners.

Almost by definition the vast majority of The Kaizen Academy's learners will be functioning **below grade level**. As with Special Needs learners, the self-paced, mastery based lessons of the PLATO curriculum will well serve learners with challenges to their Reading and Math proficiencies. Also, as with Special Needs learners, the progress monitoring features of the PLATO curriculum provide an excellent mechanism to assist low performing learners visualize their successes and encourage them to further improvement.

In addition to the remedial capacity of the PLATO system, however, The Kaizen Academy intends to install the Creative Education Institute's Essential Learning System (ELS), a recognized computer mediated remedial reading program. Teaching staff will be trained in ELS and lab sessions will be made available to the seriously challenged readers in the Academy. Additionally, as a consequence of the generation of a good academic level baseline during the testing for the Personal Education Plan, thorough progress tracking can be incorporated into a learner's bi-weekly review. In a process similar to Response to Intervention (RTI) the learner can be monitored and provided a variety of enrichment and remedial opportunities within their required course work. This process can be transparent to the learner, since all learners receive individually determined lesson assignments as a function of PLATO's individualized prescriptions. Learners will not have to feel stigmatized by a lack of performance ability, but will receive the additional remediation they require.

The Kaizen Academy's mastery-based approach will allow gifted learners to progress at a faster pace than others. The PLATO curriculum now has dedicated courses for just such learners (i.e. advanced versions of a number of core academics, suitable for use with AP learners). Advanced learners who have dropped out of school most often do so for reasons unrelated to academics. For many Advanced Learners the Academy's commitment to treat learners as adults will make the difference between them feeling frustrated and misunderstood (hence dropping out of school) and feeling respected and well regarded (hence feeling engaged and successful). The Academy's flexibility and learner supports provide a unique opportunity for gifted learners to learn ways to succeed in post-secondary learning environments. They will be encouraged to participate in more post-secondary educational opportunities, such as internships and career certifications, as they complete their requirements for a high school diploma.

Admissions Policy and Criteria

Once The Kaizen Academy's application for a charter has been approved, the school will implement a recruitment campaign. The Academy plans to market itself in Marion County by reaching out to both:

- Potential learners and
- Agencies or individuals who would come in contact with those potential learners.

Direct outreach would include a wide variety of community meetings in different locations, local media spots and a website. Indirect outreach would include literature and information to area churches, Ivy Tech, the state employment agency, the criminal justice system, homeless shelters, and appropriate contacts by Board members. See *Attachment 6* for the school's complete Admission Policy.

Learner Discipline

The Kaizen Academy believes in a proactive and restorative approach to discipline. Many of our learners will have experienced discipline tactics that foster anger, resentment or disempowerment. These same tactics may be a contributing force to their disillusionment with school. Because of this, we will handle many discipline issues differently than traditional schools in Indianapolis.

The Kaizen Academy's **approach** is to create a culture of pride, awareness, responsibility and empowerment amongst its learner body. Our learners will study the non-violent martial arts of Aikido and Jodo. Self-discipline, self-awareness, and cooperation are all life skills taught through these arts. A positive school culture that is responsive to learners' needs, interests, and humanity is necessary if we are to expect our learners to demonstrate positive behavior.

Learners (and parents of learners less than 18) will **receive a copy** of the Academy's discipline policy along with other new learner materials upon joining the school. See *Attachment 7* for details of the discipline policy.

Parent and Community Involvement

As The Kaizen Academy will basically serve adult learners, the relationship between those learners and their parents will be different than in a conventional school. The parents' role, for the majority of our anticipated learner body, will be as coach and supporter rather than as a person legally responsible for their child's welfare.

The **role to date** of parents has been significant but, as might be expected from our school, unconventional. For five years the staff of the Off Campus Instruction (OCI) program in IPS, in which two of the Founding Group work, has described to parents how support for their child will be provided (i.e. a virtual, computer delivered instruction curriculum with real time support from licensed teachers). Many, MANY times these Founding Group members have heard back from parents that they wish such a system had been available to THEM when they were in school.

We have heard numerous stories about how horrible it was for the parents to be in a school building 7 ½ hours a day, being punished for “not sitting still,” being confused but afraid to ask questions because someone would ridicule them, being bullied by others (including teachers), having to go to so many classes in one day that they totally lost track of what they were supposed to be focused on and the list goes on. When they have been shown the model that OCI uses these Founding Group members have had many people plead to allow them to come back to school to complete their diploma. Those parents, frequently single parents, without a high school diploma, marginalized in their income potential and bereft of hope for a better future have been part of the inspiration for this school. We have not been able to help through OCI; but we can help through The Kaizen Academy.

Once the school is approved, AikiConcepts will **engage** parents and others in several ways. It will create an informational website on The Kaizen Academy and publicize that website so that community members as well as family of potential learners may become acquainted with the Academy. In addition, family members will be encouraged to attend the information presentation that anyone considering applying to the Academy is strongly urged to attend. The entire community will be invited to the information sessions held during the application period.

During the **life of the school**, the Founding Group want all adult family members of a learner to become familiar with the school’s mission and vision. In fact, admission preference will be given to the father, brothers or sons of a learner, if they also would like to be admitted to the school. In this way, family mutual support groups will be formed. In addition, family members will be invited to periodic celebrations of achievement held at the Academy, both for academic achievements and for martial arts progression. In a manner consistent with more conventional schools, parents and family members will be asked to volunteer in any fundraising activities. The Parent/ Learner/ Staff Council may generate other volunteer activities or events.

The Kaizen Academy Founding Group has created strategic partnerships with several **community organizations** which will benefit the Academy’s learners. (See *Attachment 8* for commitment letters.) They include:

- *The Career Exploring program* - this organization, a subsidiary corporation of the Boy Scouts of America, provides activities and opportunities for young people to discover possible job and career paths. This program can provide significant resources to the Academy in the development of the career focused courses and experiences.
- *IVY Tech Community College* - staff members from IVY Tech have already met with Founders to help shape the academic program and focus. They have advised how to create a curriculum that will enable learners to enter the community college without needing costly remedial or introductory courses. The Academy will continue to partner with IVY Tech in recruitment efforts and in opportunities for Academy learners to become familiar with college environments. IVY Tech will provide staff development training and make its organizational resources available to the staff and learners of the Academy. Depending upon the location of the Academy's facility, the Aikido program may become a mechanism for IVY Tech learners to acquire physical education credits.
- *Drug Free Marion County* - its mission is to be a source of support for substance abuse programs in the county and as such has significant ties to service providing organizations. These service providers can distribute learner recruiting information, and host service learning projects and internships. The Academy may be eligible for grant

monies administered by DFMC. The agency will also provide staff development and resources to Academy faculty.

- *Family Preservation Counseling & Consulting* - this organization provides free and low-cost mental health counseling for individuals and families, and substance abuse programs in the Marion County area. An FPC&C partner assisted in the IPS AikiYouth program and his and the organization's familiarity with the proposed programming of the Academy enables Family Preservation to be as sensitive partner in providing services to our learners. The Academy will contract with the agency as a primary provider to attend to the emotional and psychological needs of its learners.
- *NetLiteracy* - provides computers and information technology devices to schools and other not-for-profit organizations in central Indiana. Its executive director is a member of the Academy's leadership team and will join the Board of Directors when indemnification insurance is in place. NetLiteracy will distribute recruiting materials for the Academy and provide free computers to learners for home use. NetLiteracy has already funneled over \$160,000 worth of donations of computer equipment to the Academy. Additionally, NetLiteracy creates learner groups that rehabilitate used computer components for local nonprofits; participation in such programs will be a service learning opportunity or career-focused course for Academy learners.
- *Indianapolis Metropolitan Police Department (IMPD)* - the police department actively looks for organizations providing service to learners described in the Academy's mission. The IMPD can help with Academy recruitment in its community outreach programs, such as PAL. Learners may volunteer to help or to attend IMPD service programs.
- *Elite Printing* - the business, managed by a Board Member, serves many nonprofit organizations in the local community and thus will be an excellent recruitment vehicle. The company provides printing and duplicating services to the Academy at extremely reduced prices. Elite Printing's two locations can also be used for service programs and career orientations.

Educational Program Capacity

The Academy's **key members** of its leadership team are Christopher Howey, John Scott Taylor, Brett Duchon, Evelyn Dysarz, James Brown, Jim VanRenterghem, Derek Jefferson, Don Kent, Daniel Baron, Tarrance Banks, Beth Reynolds and Michelle Thompson. These individuals represent proposed staff and consultants plus AikiConcepts Board members who will be the primary architects of the school's success. All currently live, except Brett, within an hour's drive of Indianapolis and have **deep ties** to the community through civic, professional and religious affiliations. Brett will return to Indianapolis to live before the Academy opens.

Christopher Howey, Ph.D. - Dr. Howey has managed and evaluated programs in higher education, the private sector and in K-12 education. He is a special education educator with an administrative license as a Director of Special Needs and has worked for more than a dozen years with the Indianapolis Public School System, primarily in the Alternative Education Program or in the Special Education administration. Dr. Howey helped establish two Sec.

501(c)(3) educational organizations. His doctorate is in the area of Computer Delivered Instruction (CDI) with a minor in Business Administration. Programs he instituted in IPS using Aikido and Jodo for character development, and Computer Delivered Instruction for curriculum delivery, form the basis for this school's conceptualization.

John Scott Taylor - After a successful career in the information technology and petroleum engineering field, Scott began a public education career in 2007. His keen grasp of the possibilities for computer-based learning tools resulted in his employment with Dr. Howey's Off Campus Instruction program in IPS. Scott brings strong management skills, technical expertise, business acumen, a license in special education and virtual teaching expertise to this endeavor.

Brett Duchon - Brett is returning to his home in Indianapolis from Japan after a 20 year period of study and work in Tokyo. Brett has a Masters degree in Business and Asian studies, speaks fluent Japanese, is a certified interpreter and has more than a decade of experience in teaching martial arts to native born Japanese.

Evelyn Dysarz – Evelyn, a business owner and chiropractic physician, is the highest ranked female instructor of Yoshinkan Aikido in the United States and a black belt and instructor of Jodo. She is the chairman of the AikiConcepts Board of Directors and a primary participant in the establishment of two Sec. 501(c)(3) educational organizations. She brings to the school strong organizational skills, business management expertise and an understanding of the philosophical underpinnings of the Academy.

James Brown, Ph.D. - Dr. Brown is the recently retired Dean of the School of Journalism at Indiana University Purdue University in Indianapolis (IUP UI) where he was responsible for curriculum development, staffing, performance management, marketing, and budgeting. For more than two decades he served at the collegiate level in areas of program development, management and assessment. He has been a learner of both Aikido and Jodo, and knows their value. Jim's Doctorate is in Instructional Systems; he well understands the Academy's instructional design paradigm. He also is involved in numerous civic and community organizations and has received numerous local and state awards. Consequently, he has expertise in all of the major issues that will be facing the startup of a new school.

Jim VanRenterghem - Jim is a local businessman and owner of two printing companies. He is a third-degree black belt in Aikido and certified instructor. Jim has been on boards of several local not-for-profit organizations and has a long history of conscientious civic involvement. His printing businesses serve many local not-for-profit and youth serving organizations. Additionally, Jim is the owner and manager of several commercial properties which gives him a strong background in property acquisition, financing, construction and remodeling of facilities.

Derek Jefferson - Pastor Jefferson is the minister of a church that serves the type of population that the Academy is targeting for enrollment. He has a great depth of understanding and vision for serving the needs of this population. His participation in his church's local governing body enables him to reach out to over 40 churches in the metropolitan community. His background in

community development, marketing and recruitment provide a strong fit for the needs of the school.

Donald Kent - Don is executive director of a local, not-for-profit organization called NetLiteracy that provides free computers and other forms of technology to schools, churches, senior centers and civic programs. Don has also been an executive in a number of private sector organizations in which he had financial, performance management and personnel responsibilities. Don has become a national authority and international presenter in the area of digital literacy and technology parity in economically disadvantaged communities. His ability to arrange contributions to the Academy has already resulted in over \$160,000 in computer equipment being donated to the school.

Daniel Baron - Daniel is the Executive Director of a local foundation called The School Project Foundation, which is assisting in the Academy's creation. He also helped found two charter schools in central Indiana and one in New Hampshire. Daniel's involvement in school reform and charter development extends back 30 years and he is considered a national expert. He is also a recognized expert in areas of curriculum development and professional development. The School Project Foundation is dedicated to helping educators with the design and proposal of new schools that share common missions to address issues of social justice, educational equity and environmental sustainability.

Tarrance Banks – Tarrey is the Chief Financial Officer with The School Project Foundation and has been the founder of two charter school in Indiana. Like Daniel Baron, Tarrey has been involved with The Kaizen Academy from its inception and will continue to provide vision and leadership as the school matures. Tarry has been the Leader of The Indianapolis Project School for the past five years and brings a recognized expertise on a national level to the workings of visionary charter schools and imaginative physical plant development skills.

Beth Reynolds – Beth is CEO of Bookkeeping Plus, which provides financial and accounting expertise to two-thirds of Indiana's charter schools. Beth has worked closely with the Academy to prepare our budget and to ensure that the financial plan is strong. Her company will be hired to provide financial services.

Michelle Thompson - Michelle, as Executive Director of the Institute for School Excellence, will provide support, in-depth assessment and strategies for special needs learners. She has assisted in the generation of the school's proposal and her organization will be contracted with to provide Special Education training and support to the Academy.

These key members, **collectively**, will provide expertise in the educational areas of CDI, program creation, Special Needs planning, martial arts appreciation and staff development. They also bring to the school management skills, business acumen, finance and accounting expertise, school startup experience, facility acquisition and improvement expertise, community outreach and marketing, and technology and systems planning expertise.

The following organizations have **partnered** in planning and establishing the Academy:

- *NetLiteracy* – the Executive Director is a member of the Academy's leadership team and will join the Board of Directors when indemnification insurance is in place. NetLiteracy will distribute recruiting materials for the Academy and provide free computers to learners for home use. NetLiteracy has already secured donations of over \$160,000 worth of computer equipment to the Academy.
- *Elite Printing* - the business, managed by a Board Member, serves many nonprofit organizations in the local community and will assist with recruitment. The company has already donated all the printing, duplicating and design services the Academy has required, totaling over \$1,500. Elite Printing's two locations will also be used for service programs and career orientations.
- *The School Project Foundation* – The Executive Director, Daniel Baron, has actively participated in the conceptualization and creation of the Academy. He and The School Project Foundation will also play an active, ongoing role as contracted providers of Board Member training and staff development.
- Bookkeeping Plus – the CEO, Beth Reynolds, has worked with the Academy to create a budget document that will accurately present the Academies expectations of funding and expenditure. Her organization will be contracted to be the financial services provider for the Academy.
- Institute for School Excellence – Michelle Thompson, the Executive Director, has consulted with the Academy to review its policies on Special Education services. Her organization will be contracted with for training and support for Special Education.

Dr. Christopher Howey is the **proposed Lead Administrator** for the Academy. See *Attachment 9* for qualifications, resume and professional biography. His educational background includes:

- Ph.D. in educational systems and technology with a major in computer delivered instruction and a minor in business administration,
- Post-doctoral study in counseling psychology,
- Master of Education degree in instructional technology,
- Bachelor of Science degree in special education with specialty certification in learning disabilities, mild mental impairments and emotional handicaps,
- State of Indiana Permanent Teacher License,
- State of Indiana Director of Special Needs administrative license.

Dr. Howey has created and managed programs in K-12 education, higher education, and the private sector.

For the past five years he has been responsible for the design, creation and administration of the program within IPS that provides the entire educational curriculum to homebound learners. He has created the equivalent of a virtual school that serves between 400 and 700 learners each year in grades 1 through 12. Approximately 65% of the learners in the Off Campus

Instruction program are secondary learners, and approximately 60% of those are special needs learners. Last year the program, professionally staffed by three teachers and a social worker, was responsible for graduating approximately 30 learners with their high school diplomas (represented over 90% of the 12th graders enrolled in the program). The Off Campus Instruction Program is larger in size than 15% of the K-12 public schools in the state of Indiana.

Dr. Howey's other experiences in educational administration include educational director for the Conner Prairie Living History Museum, the director of technology for the IUPUI School of Social Work for two years, a director with in IUPUI's Office of Learning Technologies for four years and as the director of the Curriculum Services Center within the College of Education at Wayne State University in Detroit, Michigan for over ten years. Dr. Howey was the president of Newman Howey and Associates for four years, a consulting firm primarily providing services to the financial industry on Wall Street and specializing in the design and creation of learning systems utilizing Computer Delivered Instruction.

Dr. Howey's experience in effectively serving inner-city residents began during his college days as a Social Work Trainee for the major social service providing agency in the city of Detroit. He worked in inner-city Detroit schools from 1966-69. Before hiring on with IPS, Dr. Howey was the executive director of the AikiConcepts program, AikiYouth. This program provided services to young people who were residents of the Center Township in Indianapolis. During the five years of this program's existence, it provided summer and afterschool programming to several hundred learners each year. It also became a part of the Alternative Education Division's New Beginnings Alternative High School.

The responsibilities and qualifications of the rest of the school leadership/management team include:

Business Manager

The Business Manager/Cultural Coordinator for The Kaizen Academy will have two essential components to the job. The first is assuring that the day-to-day business operations of the school are conducted in a professional manner. The second is to be responsible for developing contacts and connections within the Greater Indianapolis business community. It is important for the mission of the Academy that learners have access to real life situations in which they can practice their emerging 21st-century work skills. The Business Manager/Cultural Coordinator will be responsible for communicating the mission, vision and culture of the school to individuals and organizations with the intended consequence of enlisting their cooperation and resources for the betterment of the Academy. Qualifications appropriate for this position include:

- a Bachelors or Masters Degree in business or a related field
- previous experience working in an administrative position in a business
- strong relationship and client building experience
- experience in writing grant proposals
- very strong written and verbal skills

Assistant Administrator

The Assistant Manager will work with both the Lead Administrator and the Business Manager to ensure that all paperwork and computer systems interfacing are done in a reliable and timely manner. Qualifications for this position include:

- No less than three years experience as an Administrative Assistant
- Experience preparing purchase orders
- Experience preparing bank deposits
- Experience matching purchase orders to vouchers
- Experience preparing payroll processing
- Extensive experience filing reports to federal, state and local agencies
- Experience working with the IDOE computer system to see ADM count is administered properly

The Lead Teacher of The Kaizen Academy will have responsibilities for mentoring and assisting faculty in the use of Computer Delivered Instruction and in overseeing the delivery of elective courses. Qualifications for this position would include:

- three or more years implementing the use of computer delivered instruction in a school setting
- familiarity with the technology (both hardware and software) used within the Academy
- the capacity to work with other staff members in acquiring a strong commitment to the vision and mission of the Academy
- Strong verbal and written communication skills appropriate to the task of initiating and maintaining relationships with partners within the business community to develop learner internships and other career focused endeavors

At this time of this writing the leadership/management team for the Academy has not been finalized. Several candidates are being considered for these positions but no commitments have been made or received. The Kaizen Academy will recruit highly qualified persons for these positions who share a passion for teaching and learning. Positions will be posted locally and nationally. Recruitment will occur through professional organizations, professional websites and verbally. Recruitment will begin near the traditional break for Thanksgiving in 2012.

After receiving a charter, the Academy will apply for startup funds from the Walton Family Foundation and from the State of Indiana. Those funds will be used to employ at least two people for startup development, including the Lead Administrator, for the months after the funds have been acquired through July of 2013 and for the professional development of all of the Academy's personnel.

Section 2 - Operations Plan & Capacity Governance

Legal Status and Governing Documents

The proposed school, The Kaizen Academy, is under the governance of AikiConcepts, Inc., a non-profit corporation registered in Indiana, and a Federally tax-exempt Section 501(c)(3) private school under the Internal Revenue Codes. See *Attachment 11* for documents on its legal status and governing documents. The completed and signed Statement of Assurances is *Attachment 12*.

Organization Charts

The organization charts showing the school governance, management, and staffing structure in: a) Year 1; and b) at full expansion, is submitted as *Attachment 13*.

The AikiConcepts Board of Directors will take any legal action necessary to ensure the financial viability of the school. All decisions regarding curriculum and instruction policy and procedure will be made in close collaboration with the Lead Administrator and faculty, and all decisions will be made by the people closest to the implementation. The faculty will make recommendations to the Board of Directors regarding all policy and procedures regarding the educational philosophy and program. The Board of Directors holds the ultimate responsibility for approving all policies, but it will not micromanage the development process. The Board of Directors, Lead Administrator, and Founding Group are currently working to develop full job descriptions, learner handbooks and faculty handbooks and forms (including staff evaluation policies and enrollment forms).

Governing Board

As a governance **philosophy**, the AikiConcepts Board of Directors, will guide The Kaizen Academy, and be responsible for supporting the vision, mission and core beliefs of the school, and for providing sound fiscal oversight for the school. It will oversee reaching out to the community it wishes to serve. Key stakeholder groups include a) administrators and staff, who will have formalized channels to the Board; b) learners, who will have formalized opportunities to give feedback to the Board; c) parents of learners, who will be encouraged to participate in the school; and d) other for profit organizations and non-profit groups desiring to further assist the learners, who will be contacted for such purposes by school staff and Board members.

The governance **structure** is designed so that the Board of Directors will receive information and recommendations from both the Lead Administrator and representatives of the Parent/ Learner/ Staff Council. The Council may also advise the Lead Administrator. Staff at the school will have lines of communication with both the Lead Administrator and participation in the Parent/ Learner/ Staff Council.

The Board, as of mid July, 2012, is composed of six members, with five other individuals being considered who have expressed interest. As an attorney is also being sought, the size of the Board probably will be 13 (an odd number being desired).

As noted, the Board will oversee the school's mission and vision commitments and financial integrity. The Board will be responsible for:

- Approving an annual operating budget for the school,
- Meeting regularly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development and sustainability,
- Developing an annual financial timeline for the school,
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; contracts; annual performance review of the Leader Administrator; and all human resources decisions,
- Developing The Kaizen Academy accounting and finance manual,
- Ensuring proper accounting and reporting practices,
- Creating a systematic fundraising plan for the school,
- Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping and other service providers,
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the School Lead Administrator and The Kaizen Academy faculty and staff,
- Creating a learner recruitment plan in the event of low learner enrollment in any particular school year,
- Developing a long-range, strategic plan,
- Participating in one or both of the martial arts taught at the Academy..

Skills represented on the Board include: public relations, information technology, outreach to non-profits, outreach to the religious community, small business owners, facility design and engineering, and martial arts teaching experience. Skills represented with proposed Board members include: accounting, law, technology acquisition and internet knowledge, non-profit experience, Career Exploring (Boy Scouts), public relations, higher education, and mental health experience.

This governance structure and composition will:

- Help promote the school's educational and operational success by overseeing the school's commitment to computer –based courses, the martial arts/ self discipline component, the interface with other appropriate non profits, outreach to the community, and facility and financial aspects,
- Evaluate the school's success by monitoring such metrics as academic credit accrual rates and graduation rates,
- Evaluate the Lead Administrator by assessing how his management accomplish the Academy's mission and vision statements,
- Create a structure for effective feedback to the Board by key stakeholders,
- Approving family participation as demonstrated by fathers, brothers and sons being given preferred admission status to enroll in the school, if desired.

Current Board members are Evelyn Dysarz (Board chair), Jim Van Renterghem (Board treasurer), Tim Luley (Board secretary), Glenda Survance, James Brown and Derek Jefferson.

The current Board members, jointly, bring interests and skills to the organization ranging from considerable past experiences on Boards to deep contacts within the targeted community to

significant experience teaching and studying the martial arts. Additionally, all of the Board members agree to study one or both of the martial arts The Kaizen Academy teaches. More than any other qualification, however, is the group's dedication to serving young people. Some have been active parents in their own children's schools, some Scout leaders, some have worked within the faith community as youth leaders; all are dedicated to the ideals of the Academy. See *Attachment 14* for Board Member Information Sheets.

The existing Board of Directors of the AikiConcepts corporation will be the governing body of The Kaizen Academy. The AikiConcepts Board will ensure that the school's mission and vision statements are guiding the day-to-day actions of the school administrators, staff and advisory bodies. The Lead Administrator and Business Manager/Cultural Coordinator will attend meetings of the AikiConcepts Board of Directors to keep it abreast of school development and progress.

In preparation for assuming these responsibilities the Board of the existing non-profit organization, AikiConcepts, Inc. has revised its Bylaws, included the school mission and vision as part of AikiConcepts' mission and vision, expanded the Board to reflect the added demands necessary for responsibility of the school's success, aligned its bylaws with the Open Door Law, and has adopted a Board of Directors Code of Ethics. The Founding Group is working in concert with The School Project Foundation to transition, expand and orient the Board, with a goal of completion by the end of 2012.

The highest imperative in selecting Board members is alignment of their passion with the mission and vision of the school. In addition, school Founders have interviewed current and prospective Board members to find professional and personal skills that will mesh with demands needed for the school's success. The Board will meet a minimum of ten times a year, with additional meetings anticipated at, and prior to, start up. Committees of the Board that are planned are the Executive Committee, The Kaizen Academy Committee, the Finance Committee, and the Aikido/Jodo Committee.

The Board's standards of ethics are reflected in the Code of Ethics and the Conflict of Interest Policy in the Bylaws, both approved by the Board (see *Attachment 15*). Potential conflicts of interest involve self reporting, under Code and Bylaw provisions. Additionally, Board members will also monitor one another's involvements. If a possible conflict is perceived, the Board member will informally seek out discussion with the Board member involved in the reputed conflict, with a third Board member as an observer to this conversation, to discuss whether an actual infraction may have occurred. All parties will offer the full Board a confidential summary of that conversation. It will be noted whether the issue was resolved or Board members involved in the discussion felt to the issue required further Board action.

Currently, in regards to perceived conflicts of interest, Board member and Chair Evelyn Dysarz is the spouse of the proposed Lead Administrator, Christopher L. Howey. Board members are aware of this relationship and new members will be informed. During her tenure on the Board Evelyn Dysarz will abstain from any motion involving hiring, performance or compensation of Christopher L. Howey. If such abstention results in a split vote by the Board an outside arbiter from The School Project Foundation will be recruited to review the situation and break the tie. This same procedure will be followed if a tie vote results from the recusing of any member from voting on Board actions.

The current six-member Board of Directors plans to expand soon with the addition of four individuals (an accountant, Career Explorer leader, journalism professor and mental health professional), and soon after to 11 members with a non-profit executive. An attorney is being sought for Board membership, and, if that position is filled, an additional spot will be created to bring the Board to 13 members. Recruitment for these additional positions is active; the plan is for a full board of 13 by early 2013. New board members will be oriented by the proposed Lead Administrator. Training and development for all Board members is planned through the School Project Foundation. Provisions for filling Board vacancies are in the Bylaws. As potential Board members are identified, background checks will be made and sent to the chartering office.

The Kaizen Academy Board of Directors will increase its capacity for governing by using the National School Board Association's framework, "Key Work of School Boards: Student Achievement". The Academy chose this framework because it is based in community engagement and focuses on the Board's responsibility for providing the "conditions for excellence" in teaching and learning and its alignment with the philosophy of Kaizen. The eight key actions identified in the framework are: vision, standards, assessment, accountability, alignment, climate collaboration and continuous improvement. The Academy's Board of Directors will have two annual retreats that focus on the development of the board's capacity to govern. The opening retreat for all Board members will provide an in-depth training on the eight key actions of the framework. The mid-year board retreat will be an assessment of how the Board is performing on each of the eight key actions. Workshops in both Aikido and Jodo will be conducted at the retreats, as well. Board members will be encouraged to participate in ongoing practice of either Aikido or Jodo and will be included in all sessions conducted by visiting martial arts instructors. Board members will also be invited to all advancement and promotional ceremonies conducted at the Academy.

The Board members will be identified in three different "flights," which will have the effect of staggering the Board member terms. Each member will be placed in the one-year, two-year, or three-year term length flight upon appointment to the Board. The terms of the board members thereafter will be for three years. Board members can only serve for three three-year terms before they must step down from the Board for at least one year. Sixty (60) days subsequent to the granting of a charter, all Board members will consent to, and have submitted, an expanded criminal background check that will be provided to Ball State University Office of Charter Schools.

Board vacancies will be filled by the Board's nomination process. The process includes a meeting with the Lead Administrator and the Chair of the Board, a review of the school's vision, mission, core beliefs, Board meeting calendar, and the Board's code of ethics.

If the proposed candidate shares the passion and commitment to the school's work, a criminal background check will be conducted with the assistance of The School Project Foundation. When clearance is certified the candidate will be presented to and voted on by the Board of Directors.

The Founding Group has identified the key strategic needs in terms of the Board's expertise. The group will prioritize legal, business, accounting and financial expertise as well as gender, ethnic and racial diversity, as they vet potential Board members.

All new Board members will receive a Board of Directors handbook that will include the school's vision, mission, core beliefs, code of ethics, and the Key Work of School Boards Framework. They will also tour the school and observe a board meeting before being formally nominated to the board.

Advisory Bodies

An advisory body, called the Parent/Learner/Staff Council, will be created, publicized in orientation material, and open to all interested parents, learners and staff to give suggestions on Academy improvement. At the very core of The Kaizen philosophy is the concept that operational decisions in an organization or company are often more effective if they originate from the bottom up. This belief is based upon the conclusion that people who are in an actual "hands-on" relationship to a process have insight about how an organization's policies and procedures contribute to the success of the process. In keeping with Kaizen precepts of bottom up improvements, the Council will be a conduit of information and suggested improvements, on day to day school operations, to the Board of Directors. One or more representatives of the Council will be invited to participate and report to the Board at every public Board meeting. The Council will elect a moderator who will call periodic advisory meetings.

Grievance Process

The Kaizen Academy will address grievance issues arising from learners or parents on a fair and equitable basis. As a first step, it is anticipated that school administrators and staff can resolve most learner and parent grievance concerns through informal conversations. However, if informal discussion is unsuccessful in resolving the concern or if the grievance issue is severe, The Academy will take the following procedural steps:

- Step One - Administrators or staff meet privately with learner or parent to discuss matter, and attempt to arrive at resolution.
- Step Two (if grievance persists after Step One) – Grievance presented, in writing, to Board of Directors, with administrator and learner/ parent input.
- Step Three - Board makes a decision based on the written submissions and personal interviews. It will make its decision based on the evidence and on the Academy's mission and vision principles. The Board's decisions will be in accord with any applicable state and Federal requirements.
- Step Four – Leadership administrators will follow through on Board's decision.
- Step Five – if the resolution to the grievance is not satisfactory to the concerned party the concern can be taken to the Charter Office of Ball State University.
- Step Six – If the complaint is related to a Special Needs learner and no satisfaction is achieved after the Ball State University office has made a decision, then a complaint form can be completed and submitted to the Indiana Department of Education (IDOE) legal division. The complaint must have occurred within one year of the date the

complaint is received by the IDOE. All rules and regulations in regards to filing a complaint can be found in section 511 IAC 7-45-1 of Article 7.

School Management Contracts

Not applicable.

Staffing

Staff Structure

A complete staffing chart for the school is in *Attachment 17*.

A primary goal of The Kaizen Academy is to serve as an example to learners of ways to be cooperative adults with one another in the world. Consequently, the **relationship** between the administrative team, the instructional team and the support team will be approached as one of mutually respected adults working towards a common goal. There will be a senior administrative team “open door” policy to staff. All staff will be encouraged to “speak to truth, listen for understanding” and address any concerns directly to the individual involved. Conventional relationships between management and workers will be blurred so far as the Lead Administrator will also spend time as a martial arts instructor, a computer lab consultant and a coach. In short, almost all of the staff at the Academy will be involved, to some degree, in direct service to learners.

Service to learners is a core cultural imperative among staff. The Kaizen Academy will seek a maximum of 400 learners for the school, keeping the size of the Academy to a manageable number to provide a great deal of attention to individual learners.

The Academy will conduct weekly staff meetings so that all staff has an opportunity to be informed on the status of the school and the individual learners within it. Decision-making will be reflective of the essential concepts of Kaizen which embody decision-making being made at the level closest to the source where change is necessary, based on solid information provided by administration.

Few organizations can operate as pure examples of democracy. The Kaizen Academy is not unique in that regard. Ultimately, in any organization, a single person or board has to make a decision. The process through which particular decisions are made, however, can be much more one of empowerment and cooperation than is conventionally exhibited by school districts and individual school buildings. The commitment of The Kaizen Academy is to be an example of empowerment and cooperation.

Guidelines for best practices in virtual schools have a wide range of estimates for teacher-learner ratios. Some suggest that 1:100 is a manageable instructor to pupil ratio, the Ohio Virtual Academy has a 1:56 ratio while the Connections Academy has a 1:50 ratio. In the Off Campus Instruction virtual program in IPS there is a 1:150 teacher to learner ratio.

The Kaizen Academy is not a virtual school, however, but a hybrid. The virtual component to the Academy is just one part of its model. The Academy believes that the skill sets necessary to instruct people in our very specialized institution are as readily available in non-certified professional or "coaching" staff as in licensed teachers. (In fact, the availability of licensed teachers capable of instructing within the martial arts of Aikido and Jodo in this city is exactly "1".) The **"facilitator" to learner ratio** in the Academy at its maximum enrollment (taking into consideration the participation of the coaching staff, the certified teaching staff and the Lead Administrator) is 1:25. The Founding Group feels this low "facilitator" to learner ratio will contribute greatly to the overall purpose of the Academy, changing the hearts and minds, as well as the test scores, of its learners. If only licensed **teacher to learner ratio** is considered the ratio during the first year of the Academy's operation would be 1:60. The first year facilitator to learner ratio would be 1:32, however. At full enrollment teacher to learner ratio would be 1:44. The total **adult to learner ratio** (consisting of all staff in the school) would be 1:20. The Academy's mentoring model is based on the 1:20 ratio.

Each learner in the Academy will be assigned to a staff member at their enrollment. That staff member will remain with the learner throughout their enrollment in the school. They will be the learner's "professional Sempai (coach) or Sensei (teacher)". The learner and professional will meet on a bi-weekly basis to review the learner's progress.

Staffing Plans, Hiring, Management, and Evaluation

Employees of The Kaizen Academy will be at-will employees. The Board of Directors will seek out qualified staff who align with the school's mission and vision. Personnel policies are in *Attachment 18*.

According to the Teacher Portal website (one of the many online resources for teachers looking for information on jobs) the average beginning salary for a teacher in Indiana last year was \$30,844. The average salary for ALL Indiana teachers (including all years of employment) was \$47,255. The average pay increment was 1.44%.

In the Indianapolis Public Schools 35% of all teachers (including all years of employment) earn between \$31,815 (for a first year teacher) and \$41,786.

The Kaizen Academy will position our salary range a little on the high end, expecting that we may draw interest from slightly more experienced teachers. Our average salary will be \$43,000 for General Education teachers and \$45,000 for Special Education teachers. It is our belief that the mission of the school, the format for curriculum presentation and delivery and the opportunity to work in a very focused way with learners will be a major incentive for teachers to work at our school. Additionally, one of the expectations for all teachers is that they will study one or both of the martial arts taught in the school. Two times a week a teacher will have an opportunity to become a student, to interact in a unique way with learners and to have a healthy physical workout. The expectations for teachers to work almost 220 days a year we see as an opportunity for a teacher to have both more professional development opportunity and, more importantly, a chance to establish much closer and more meaningful relationships with learners. The Kaizen Academy will not be a place for all teachers. It will not be for a person who is simply

looking for a job. All of the teachers in the Academy will be there because they share the passion and dedication to provide an educational experience for learners that is unique in the United States.

The benefits package that the Academy will present will be competitive with other charter schools in the area and will provide for a teacher to have more control over their pension resources if that is their choice. We expect that we will have a high retention rate among our instructors due to the unique instructional opportunities it affords as well as being part of a school community that empowers teachers to participate in the decision-making activities of the institution.

The Kaizen Academy will be in full compliance with IC 20-24-6. Accrual of benefits and the right to form a bargaining unit described in subsections 1, 2 and 3 will be adhered to as well as other provisions such as IC 20-24-6-5 that describe the qualifications for being a teacher at the school.

Besides being attentive to the requirements of IC 20-24 the Academy is also committed to meeting the requirements for paraprofessional standards established for Title I schools that include provisions such as the requirement of a minimum of a two-year Associates degree or a full four-year degree.

The Kaizen Academy will recruit highly qualified teachers who share a passion for teaching and learning. Teachers rated as Highly Qualified in each of the major classifications (i.e. English, Mathematics, Science and Social Studies) will be recruited and represented in our hiring selections. Positions will be posted locally and nationally. Recruitment will occur through professional organizations, professional websites and verbally. Recruitment will begin near the traditional break for Thanksgiving in 2012.

The Kaizen Academy is an “at will” employer and it will hold to any policy the AikiConcepts Board of Directors institutes. Formal policies for dealing with employee matters will be officially created after the awarding of a charter. What could be expected in those policies, however, would be provisions such as due process in the event of suspected or observed malfeasance, including for offenses such as reported child abuse. Policies for actions based on a perceived professional incompetence will also be created, but as with other concerns will include provisions for due process and professional improvement. A criminal background check will be required prior to final hiring.

The Kaizen Academy takes much of its organizational philosophy from the Business and Industry sector’s concept of Kaizen. It may not be surprising that it would take other concepts from that sector. It does that particularly in relationship to its process for **supporting, developing and evaluating** its leadership.

A study by Centre for Organizational Research (cited in the National College for School Leadership’s publication, Growing Tomorrow’s School Leaders: The Challenge in 2003) identified the characteristics of high-impact leadership development systems in the private sector. They incorporate some or all of the following principles. These systems:

- Encourage leaders to take responsibility for planning and implementing their own learning experiences to meet their needs,
- Encourage development at three levels: self, team and organization,
- Have a core mission statement or all-encompassing purpose around which the system and programs are built, which drives all initiatives and behaviors, is aligned with corporate strategy and is clearly communicated to all staff
- Provide development experiences that involve innovation, creativity, strategizing and thinking outside of the box,
- Build a culture that is supportive of leadership development at all levels,
- Use formal and/or internal mentoring to help leaders develop leaders,
- Assess the development of leaders from all perspectives (peer reviews, review by superior and subordinates),
- Leverage technology and e-learning.

These are the essential concepts The Kaizen Academy will use to facilitate the development of its Leadership team, and especially its Lead Administrator.

Opportunities will be provided to the Lead Administrator to identify conferences and learning activities that he feels to be of particular use to him. The Lead Administrator will work closely with his support system from The School Project Foundation to receive mentoring and other forms of professional development.

Mr. Daniel Baron, the Executive Director of the School Project Foundation, will be supporting the Lead Administrator and the leadership team one day a week during the planning phase and the first years of implementation. Mr. Baron will also provide professional development training to The Kaizen Academy staff in Professional Learning Communities and in Facilitative Leadership. Mr. Baron's support will draw heavily from the highly acclaimed, **School Leadership that Works: From Research to Results**. Mr. Baron will also support the Lead Administrator and the Board of Directors to understand the 21 Responsibilities of the School Leader, Two Types of Change, Doing the Right Work, and co-creating a Plan for Leadership (Marzano, Walters, McNalty, 2005.)

Mr. Baron has been providing professional support for school principals for over 25 years. He has provided school leadership and professional development for school districts and major school reform initiatives across the country. Mr. Baron wrote the *Instructional Leadership* column for the National Association of Secondary School Principals Journal, Principal Leadership, from 2006-2008.

Evaluation instruments, such as the one in *Attachment 19* from the South Carolina Department of Education's, Principal Evaluation Instrument, will be developed to help the Lead Administrator and the Board of Directors evaluate performance and shape professional development. Principles of Kaizen will be used to assess and help learners and other staff move forward; it will also be used to assess and assist administration.

The philosophical basis of the school, Kaizen, is completely dedicated to the notion of providing appropriate supports to everyone engaged in an endeavor. As important as providing supports for learners is providing supports for staff. An **integral element of staff support** will be familiarizing everyone with the principles of Kaizen. The primary focus for staff development and support will be in developing strengths in the following areas:

- The application of the principle of continuous, incremental improvement,
- The use of the PLATO program,
- Participation in Critical Friends Groups,
- Enhancing understanding of Special Needs learners,
- Training in the martial arts.

Initially training in principles of Kaizen will be conducted by an outside consultant. Eventually, the orientation for new employees in Kaizen will be conducted by employees during the orientation training prior to the beginning of school each year; what could be thought of as an example of Sempai/Kohai.

The PLATO Corporation provides excellent training as part of its annual subscription to course content. Some of the proposed staff already have years' worth of experience in using PLATO and have been extensively trained in its administration and application to learner needs. Those staff members will conduct the bulk of the training for new hires. The training days that come with the PLATO subscription will be used as a supplement to staff led training and distributed throughout the year to keep everyone up-to-date on changes and improvements that are made to the system. While PLATO training includes "best practices" for providing online support to learners PLATO's instruction will be supplemented by information and techniques developed through professional development opportunities designed to focus on research from professional organizations such as SREB (Southern Regional Education Board), NACOL (North American Council for Online Learning) and iNACOL (International Association for K-12 Online Learning). Such an example is the [Online Teacher Evaluation checklist](#) from SREB that will be the basis for our teacher evaluation process (see *Attachment 19*).

Critical Friends Group training will be provided through the School Project Foundation and will be one of the organizing activities for peer support and for teacher/learner relationship building.

A common complaint in traditional schools is that the General Education teachers are unfamiliar with Special Education theories and practices. Given the high level of Special Education certified instructors proposed for The Kaizen Academy and the relatively small size of the staff, a regular part of staff development for everyone will include training through the Institute for School Excellence and will be conducted by Michelle Thompson.

Regular visits from senior-level Jodo and Aikido practitioners will be organized to enhance the skills of both the trained instructors as well as the more novice members of the staff and learners. These visits will also serve as opportunities to invite the broader community of Jodo and Aikido enthusiasts to activities hosted at the school location. These activities will be conducted during nonschool hours and will be open to learners in their capacity as members of

the Indianapolis community, but with no requirements for learner attendance. These will be enrichment opportunities available to the entire community but not considered an official course or class.

The Kaizen Academy is a small school that will have a rigorous interviewing protocol to help screen and select new members to our faculty. We will train faculty based on years of our own online instructional experiences and make use of resources such as the “Online Teacher Support Programs” from NACOL (North American Council for Online learning). Despite all of our best efforts, however, it is possible to encounter a professional that is not well suited to a particular school setting, or, frankly, to any setting. The Academy, once chartered, will develop an Employee’s Handbook that will spell out in more complete detail the procedures that will be put into place for trying to assist teachers to succeed in our environment. Elements that will be included in that document will include principles such as: a meaningful evaluation strategy based on national understandings of what constitutes “best practices” for an online teacher (drawing on organizations’ work such as NACOL); appropriate supervision and mentoring from administration and peers (Sempai/Kohai applies to staff as well as learners at the Academy); adequate notice and recommendations for performance improvement; and, ultimately administrative action that will result in termination. As previously noted, The Kaizen Academy is an “at will” employer that can take direct action to remove an **unsatisfactory** employee that is uninterested in, or unable to, improve their professional competency. Kaizen is a philosophy of small and incremental improvement. It is a strategy that has allowed many employees the opportunity to understand the expectations for professional performance made of them and to modify their behavior in meaningful ways to make improvements. Before we terminate an employee, we will make sure that we have practiced what we teach.

Professional Development

The position responsible for coordinating professional development is the Lead Administrator. He will arrange activities in the core components of professional development that will consist of computer training (internal systems, curriculum delivery programs, learner communication and presentation programs for instance), best practices for learner engagement and progress in a hybrid environment, and elective courses training both for content and for delivery methods (e.g. Service Learning, Project-based Learning). Development then will include such areas as PLATO implementation, martial arts familiarization, Kaizen theory and process instruction, Critical Friends training, applications of Service Learning and Project-based Learning and other theories and activities essential for staff serving such a specialized population of learners.

As The Kaizen Academy’s mission is to focus on high risk learners, the faculty will become knowledgeable of these learners’ needs. There will be a mix of internal and external trainings, with external training provided by a variety of school partners and outside vendors, including: The School Project Foundation, PLATO Learning, Inc, the Institute for Excellence in Learning, IVY Tech, Drug Free Marion County, and others. Mentoring will be available for all new teachers to the profession and to the Academy.

The week before the opening of school, staff training will occur for five days, from 9am to 4pm: Day One: Introductions and Academy handbook discussion (3 hours), Critical Friends training (3 hours); Day Two: Service Learning training (3 hours), Critical Friends training (3 hours); Day Three: PLATO training (3 hours), Critical Friends training (3 hours); Day Four: Project Based

Learning (3 hours), PLATO training (3 hours); Day Five: Training for enhancing Family Engagement and Bridging cultures between home and school (3 hours), Review handbook and expectations (2 hours), Questions and Concerns (1 hour).

Teachers will leave the week of training with a complete understanding of the PLATO software that learners will use for their online courses. The Critical Friends' training will enhance teachers' abilities to work with learners and other adults in their daily activities. Service Learning and Project Based Learning are important parts of the curriculum at The Kaizen Academy. The Family Engagement and Bridging Cultures between Home and School trainings will encourage teachers to communicate at their best with learners and parents. The Kaizen Academy handbook, being developed, gives teachers a reference for teacher and learner expectations.

Professional development will occur for 20 days, for a total of over 140 hours, throughout the school year. Professional development will occur the week (5 days) before the start of school. The other 15 days of professional development are 5 days in the first full week in January, 5 days the last full week of March and 5 days in the third week of June, after the school year has ended. All days of Professional Development are scheduled when learners are not required to attend school.

Common planning will occur daily. Teachers on the AM shift (9:30 AM to 5:30 PM) will meet in the morning (9:30-9:45) for 15 minutes before learners arrive. Teachers on the later shifts will have similarly scheduled meetings. Weekly, all teachers will meet on Mondays at 4:20 PM for 30 minutes for a professional learning community (PLC) meeting. Learners will be scheduled in an elective class at that time.

Performance Management

The Kaizen Academy has an unusual mission, that of serving adult males who have dropped out of the conventional school systems. Consequently, many of the traditional categories around which **educational goals** are usually formed are meaningless within the Academy. Age cohorts, grade cohorts, and even credit cohorts are not really appropriate divisions within the school. The Kaizen Academy serves individual learners; not cohorts. Nonetheless, there are some educational goals that are relevant to the mission of the school. For example:

- a minimum of 10 credits will be earned each year for learners beginning at the first of the school year,
- each learner will participate in a minimum of one service learning project each nine weeks,
- it is expected that of the learners who enroll with 30 or more credits, 90 % will graduate if they remain in the program for a full school year,
- of the learners that graduate each year, it is expected that 50% of them will go on to some form of postsecondary education,
- for learners that remain in the Academy for two years or more it is expected that 90% of them will earn at least a first degree black belt in one of the martial arts available for study.

The **organizational goals** of The Kaizen Academy are focused around keeping the school small, but sustainable. These goals include:

- Increasing the school's ADM to 400 learners by its second year,
- Involving 100% of our staff and Board of Directors in martial arts study (for the health benefits obtainable, for a sense of shared purpose, to enable an in depth understanding of the core values for the Academy and as a source of example for the learners of the school),
- Using the annual, or biannual, martial arts gatherings to enhance the openness of the Japanese organizations to racial, ethnic and social diversity, thereby increasing the potential for international recognition and the opening of opportunities for a more diverse population of instructors,
- Providing a mechanism for our own martial arts instructors to achieve higher ranks and prestige among the international martial arts community (within five years we would like 90% of our senior instructors to hold at least a fifth degree black belt with the rest having earned at least a third degree black belt),
- Establishing a two-month cash reserve by our third year,
- Creating broad relationships within our neighborhood community's businesses, churches and civic organizations to facilitate a sense of ownership and pride within those groups towards our school (our school would have monthly representation at all neighborhood development organizations and all church bodies that invited us). We visit every organization within a minimum of 1/2 mile radius of the school. It is our intention to inform them as to the nature of our program and to determine ways that our groups can find ways to enhance one another,
- Creating a fundraising mechanism, by the end of the fifth year, that would permit the Academy to underwrite sending groups of learners to Japan for martial arts instruction and personal growth.

The Kaizen Academy will use a number of **interim assessment** techniques for both its academic and martial arts offerings. The PLATO program is fully aligned to state standards and has built into it module and unit tests that indicate the progress a learner is making after every lesson and every major segment of course. It also has end of course tests. This data is available to instructors in comprehensive reports that can be monitored daily, if the occasion should arise. Individual test scores, time on task, number of trials are all data provided on the reports.

Portfolios will be created for each Service Learning and Project Based Learning module. State standards will be used to establish the content covered in each of these experiences. Learners will have the opportunity to select the kinds of evaluation mechanisms that will be used when they report their accomplishments for those types of units. It is anticipated that multimedia presentations, written papers and even verbally delivered reports (which will be taped) will be the kind of assessment tools included in portfolios.

Within the martial arts there will be regularly scheduled events called "kyu demonstrations" that are used to promote learners to the next rank. These demonstrations are approved by the international accreditation groups for rank advancement and involve working with a partner and by oneself to show the current skill level in a learner's basic movements and basic techniques.

The focus for measuring and evaluating academic progress at The Kaizen Academy is primarily on an individual learner basis; not on a cohort basis. Understanding progress of the school as a whole will come as a consequence of aggregating the individual learner data. Three primary sources of data will be considered to determine organizational success:

- Numbers of learners earning at least 10 credits in a year,
- Number of ECA exams passed
- Number of waivers for graduation requested

The Academy is committed to enabling its learners to succeed in their goal of achieving a high school diploma. The school recognizes that life for an adult is not as simple as life for youngster. Just as colleges and universities are finding that it takes many learners longer than the traditionally accepted four years to complete their degrees, so too it may take the Academy's learners longer to complete their diplomas. We have no evidence to support that contention, however, at this point in our endeavor. The tracking of that information will help us to more realistically advise and support learners in their goal of moving forward with their lives. The Academy's goal is to ensure that all learners are aware of what it entails to be considered a full-time learner and are willing to make the adjustments to their personal lives that such a commitment requires. That understanding should minimize their dropping out again.

End of Course Assessments are required by the state of Indiana for high school graduation. Enabling learners to develop the skill set and knowledge base necessary to pass such high-stakes tests will be one of the major goals of the Academy. The school will even have special computer delivered modules created specifically for the content involved in the ECA exams. The school will closely track the performance of our learners on the state tests to determine areas in which our curriculum requires modification or enrichment.

Waivers, which include reviewing all of the learner's course work and portfolios, can be applied for learners who have been making honest efforts and improvements in their English and mathematics performance. Waivers are frequently considered an indication of failure on the part of a school. The Kaizen Academy will not consider a waiver a mark of failure, if, in fact, we are assured that the purpose and conditions under which a waiver can be applied for are honest representations of an individual learner's situation. The population of learners that are expected to attend the Academy have traditionally underperformed on standardized tests. The reasons for such underperformance are controversial and unresolved but the Founding Group members who have worked with similar types of learners are of the opinion that the tests can be discriminatory as a consequence of racial and socioeconomic classifications. Additionally, many people who have failed in traditional high schools have done so due to a lack of test taking skills or of high test taking anxiety. The Academy will endeavor to teach learners good test taking habits but realize that years of anxiety are likely to take a toll in learners' capacity to do well on high-stakes tests. The Academy will make judicial and dutiful examinations of each learner's test taking history, assess the seriousness of each learner's attempts to do well and decide on the basis of those considerations whether a waiver is a legitimate option to pursue for a given learner.

The collection and aggregation of all this information is a relatively easy task using the PLATO program. All of the progress reports for a learner for all of their courses will be maintained in a single computer record. On a regular basis the teaching and coaching staff will be reviewing learners' progress with them during regular sessions. Portfolio assessments and content will be part of the same record. Teaching staff will meet on a regular basis with the Lead Administrator

to review learner progress and examine the data. Suggestions for modifications or interventions will be made as a consequence of these meetings.

PLATO provides excellent reports for looking at data on an individual basis and as a school wide report. While the emphasis for the Academy will be on an individual's progress and successes we will also be able to look at learner performance across the entire institution. This report will be generated quarterly by the Lead Administrator and reviewed with the entire staff.

Part of the services provided in the training contract with the PLATO Corporation involves instruction in the analysis, interpretation, and use of performance data to improve learning. This training will be provided at the beginning of the school year and can be repeated at other times of the year if necessary. As part of the initial training for the school year consultants will be contracted with to provide staff with the basis for analyzing the portfolio collections associated with Service Learning and Project Based Learning courses.

The Kaizen philosophy is one of small and incremental improvements. It is not the intent of the school that a learner's performance would go unnoticed for any appreciable length of time. Given the flexibility of the computer delivered instructional curriculum, it is possible to readily note instances of underperformance, discuss them with the learner and find ways to provide additional or remedial instructional interventions. Each teaching staff is responsible for monitoring the progress of a number of learners. They do this teamed with the electives and martial arts instructors, much as would be the situation for a Case Conference Committee for special needs student. Ongoing communication and attention to individual learners will be the trigger that results in discussions and solutions to learner struggles.

Facilities

The Founding Group is currently in the process of identifying a facility. It is working with two real estate agents familiar with properties in Marion County, and especially its central area. The Founding Group is looking for a facility with 25-30,000 square feet, suitable for offices, computer labs, small group meetings, a martial arts space, learner lounge, storage areas, bathrooms, changing areas and locker space, with adequate parking and convenient bus lines. Church buildings, former training centers and office/warehouse structures are among those being considered.

The school plans to have completed renovations and begun operations by August, 2013. The Founding Group is seeking both a low-interest loan and also a Walton Grant for building development. Discussions with Charter Schools Development Corporation, in Maryland, have been initiated to pursue additional sources of funding for leasing, purchasing, building or renovating facilities. Funds for building lease/ purchase, renovations and utilities are included in the proposed budget.

The Founding Group is aware they must comply with state and local health and safety requirements (per IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies)and follow applicable city or town planning review procedures.

Start-Up & Ongoing Operations

See *Attachment 22* for a detailed start-up plan for the school.

The Academy will not provide transportation but will set aside a budget for providing selected learners with Metro Bus Passes. Criteria for such assistance is still under consideration.

Any realistic security plan is dependent upon the specific facility. A complete Emergency plan will be created once a facility is identified that will be based on the prototype Emergency Management Crisis Plan in *Attachment 22*.

See *Attachment 23* for details on insurance coverage the school will secure.

Operations Capacity

The individual and collective qualifications of the leadership team are considerable. Chris Howey and Jim Brown have both held high level administrative positions in Colleges and Universities. Don Kent and Chris Howey have both been Executive Directors of a Not-For-Profit organization and have worked in the private sector as executives responsible for finances and personnel functions. Jim VanRenterghem and Chris Howey have both been the owners or General Managers of a private business. All of those people have been responsible for creating organization needs analyses, defining staffing needs, hiring , setting performance standards, developing assessment mechanisms, and supervising and evaluating staff.

Jim Brown, Don Kent and Chris Howey have all been involved with planning and executing numerous staff development experiences. Chris Howey was president of a firm that specialized in staff training and development and has a Doctoral minor in the area of Organizational Development and Psychology. Jim Brown and Don Kent both have graduate degrees in Business Administration.

Jim VanRenterghem manages three separate business locations and is directly responsible for the general operations of all of them.

Jim VanRenterghem and Tim Luley both have extensive experience in facilities management and development. Jim owns properties that he manages, develops and maintains. Tim is a mechanical engineer that has worked for numerous architectural firms in the area, including some that specialize in school design and construction. Both of these individuals have considerable experience working on construction and renovation projects with contractors and builders to ensure that work is accomplished in a timely and economical way.

The Founding Group is engaged in exploratory conversations with the Charter School Development Corp. for start up and facilities help.

Section 3 - Budget and Financial Plans

Financial Plan

The Academy will **contract with Bookkeeping Plus**, Inc., to oversee accounting, purchasing, payroll, and audits. The accounting firm oversees finances and business for two-thirds of Indiana's charter schools. Key school administrators will be assigned day-to-day financial and business responsibilities.

Book Keeping Plus responsibilities will include:

- Pay all bills upon receipt of approved vouchers from the school,
- Prepare financial statements for Board meetings,
- Prepare statutory reports due every 6 months to the IN DOE,
- Record all receipts/deposits,
- Prepare Purchase orders when required,
- Monthly bank reconciliations,
- Maintain records in QuickBooks for ease of reporting to assorted parties,
- Preparation of quarterly reports and payments for TRF and PERF for all employees,
- Prepare payroll entries upon receipt of payroll information from appropriate entity,
- Help in setup process of accounting and record keeping,
- Help with budget management,
- Assist with initial process of ordering SBOA approved forms,
- Maintain chart of accounts using account numbers required by SBOA,
- Coordinate with SBOA auditors to provide timely information,
- Maintain records for the SBOA auditors and assist during audit for a smooth process,
- Prepare monthly financial statements,
- Prepare reports for Ball State University,
- Assist setting up payroll services,
- Setup QuickBooks for financial reporting,
- Answer and assist with any questions regarding the finances of the school,
- Help with grant management,
- Prepare grant reports as needed,
- Help with grant proposals,
- Work with the office manager at school level to prepare information in most efficient manner,
- Overall financial management for school as requested.

Book Keeping Plus will also work with the Board of Directors, Lead Administrator and other key administrators on the intricacies of charter school finance.

See Budget Worksheets in *Attachment 24*.

See *Attachment 25* for a detailed description of assumptions and revenue estimates

As mentioned previously, Bookkeeping Plus will be contracted to conduct the annual audit of the Academy. Bookkeeping Plus does the finances for the majority of charter schools in the State of Indiana and is very familiar with the requirements and procedures that need to be followed.

AikiConcepts, Inc. is a previously existing non-profit, 501(c)(3) corporation. Please see *Attachment 26* for previous years financial statements and the most recent internal financial statements including balance sheets and income statements.

Financial Management Capacity

The individual and collective qualifications of the leadership team include strong backgrounds in financial management. Chris Howey and Jim Brown have both held high level administrative positions in Colleges and Universities. Don Kent and Chris Howey have both been Executive Directors of a Not-For-Profit organization and have worked in the private sector as executives responsible for the financial management of their companies. Jim VanRenterghem and Chris Howey have both been the owners or General Managers of a private business. All of those people have been responsible for creating and managing budgets, drawing up and executing contracts and overseeing the financial considerations of their organizations.

Derek Jefferson, Jim VanRenterghem, Evelyn Dysarz and Jim Brown have all been involved extensively in fund raising efforts and the marketing of a program or organization, Jim Brown, as a consequence as his prior position as a Dean of a school of Journalism, has extensive contacts in the local media organizations, both print and electronic.

A Board Member, who is also an accountant, is being sought for the AikiConcepts Board. Additionally, Board Member Evelyn Dysarz served for over twenty years as the treasurer of two different not-for-profit organizations. Besides the expertise resident within the Board members the Academy will work closely with Bookkeeping Plus. Bookkeeping Plus is a local firm that keeps the books, does payroll and provides numerous other financial services to about 2/3s of the charter schools in Indiana.

The Kaizen Academy Attachments Index

Attachment 1 – Resumes, Leaders, Board Members

Attachment 2 – Curriculum

Attachment 3 – N/A

Attachment 4 – Exit Standards

Attachment 5 – Calendar, Weekly Schedules

Attachment 6 – Admissions Policy

Attachment 7 – Discipline Policy

Attachment 8 – Community Partners

Attachment 9 – Lead Administrator

Attachment 10 – Leadership/management team

Attachment 11 – AikiConcepts Legal Documents

Attachment 12 – Statement of Assurance

Attachment 13 – Organization chart

Attachment 14 – Board Member Information Sheets

Attachment 15 – Code of Ethics, Conflict of Interest Policy

Attachment 16 – N/A

Attachment 17 – Staffing Chart

Attachment 18 – Personnel Policies

Attachment 19 – Lead Administrator & Teacher Evaluation

Attachment 20 & 21 – N/A

Attachment 22 – Start Up Plan

Attachment 23 – Insurance

Attachment 24 – Budget Worksheets

Attachment 25 – Budget Narrative

Attachment 26 – AikiConcepts Accounting, 2009-2011

EXHIBITS

Staffing Chart Form

See Attachment 17

Charter School Board Member Form

See Attachment 14

Statement of Assurances Form

See Attachment 12

Attachment 1

Christopher L. Howey, Ph.D.

7117 N. Olney St., Indianapolis, IN. 46240

University	Degree	Year	Major
Indiana State University, Terre Haute, IN	Director of Special Needs License	2010	Educational Leadership
Alfred Adler Institute, Chicago, IL	Parenting Education Certificate	1987	Counseling Psychology
Wayne State University – Detroit, MI	Ph.D.	1983	Instructional Technology
Wayne State University – Detroit, MI	M.Ed.	1972	Instructional Technology
Wayne State University – Detroit, MI	B.S.	1970	Special Education

Contact Information

Email chowey@aikiconcepts.org

Telephone 317-650-4047

Employment

- 2003-PRESENT Indianapolis Public Schools; Indianapolis, IN
- 1997-2003 Aiki Concepts, Inc.; Indianapolis, IN
- 1996-1997 Conner Prairie Museum; Fishers, IN
- 1989-1996 Indiana University/Purdue University at Indianapolis (IUPUI); Indianapolis, IN
- 1984-1989 Newman & Howey; Indianapolis, IN and Chicago, IL
- 1984-1985 Governors State University; University Park, IL
- 1982-1984 Arthur Andersen & Co. (AA&Co.); Chicago, IL
- 1968-1982 Wayne State University; Detroit, MI
- 1966-1968 Neighborhood Services Organization (NSO); Detroit, MI

Professional Certifications

- State of Indiana Administrative License – Director of Special Needs
- State of Indiana Certified Teacher Mentor
- Highly Qualified Instructor – Special Education; All Subjects
- Permanent Teaching Certification – State of Indiana
 - Special Education for Learning Disabled, Emotionally Handicapped, Mildly Mentally Impaired (grades 7-12)
- International Yoshinkan Aikido Federation Teaching Certification – 1990/Present
- Family Counseling and Parenting Education Certificate – 1984 – Alfred Adler Institute, Chicago, IL
- Participation Group Leader Certificate – 1971 – University Center for Adult Education, Detroit, MI

Professional Accomplishments

- Teacher's Academy Award – Lilly Endowment
- Extending Teacher Creativity Workshop Award – Lilly Endowment
- Teacher Creativity Award – Lilly Endowment
- Exemplary Alternative Education Program Faculty Award – IDOE
- The Journey Youth Worker Fellowship – Lilly Endowment
- 5th degree Black belt in Aikido Yoshinkan
- 2nd degree Black Belt in Seitei Jodo
- Past president, Connor Prairie Rifles

Dr. Chris Howey has been an educator for more than forty years at both the K-12 and Post-Secondary levels. He has worked in both the Private and Public sectors as a Manager and Administrator. In 1974 he created the first 501(c)(3) martial arts organization in the US that qualified as an “educational” organization instead of as a “sports” organization, the Aikido Yoshinkan Association of North America. Eighteen years later he was one of the founders of a second educational organization, AikiConcepts, Inc.

For the past twelve years he has worked within the Indianapolis Public Schools (IPS) to achieve firsts such as:

- The first High School program in the US to award course credit for studying the martial art of Aikido,
- The first Computer Delivered Instruction Learning Lab within IPS to provide course credit (as opposed to credit recovery,)
- The first Homebound Program in Indiana (and possibly the US) to make extensive use of Computer Delivered Instruction, Virtual Teachers and Distance Learning.

His experience also includes leading a non-profit, youth-serving organization, extensive training through the Center for Philanthropy at IUPUI and by The Lilly

Foundation. The Lilly Foundation training included supporting programs in non-profit management and Board development.

Twelve years ago Dr. Howey created the AikiYouth Program. Its introduction into IPS set in motion the experiences and understandings that are the current underpinnings of The Kaizen Academy. His initial work posited that much of the academic misbehavior and antisocial acting out that prompted students to be sent to Alternative Schools was contributed to by a sense of personal vulnerability and fear. His goal was to instruct students in non-aggressive ways of self defense and to introduce them to new perspectives of respect for self and others. Despite many, probably the majority, of the students that enrolled in his courses having been referred to the Alternative High School for fighting and other aggressive acts – NOT ONE of his students over the course of seven years – was suspended or expelled for being in a fight after entering the AikiYouth Program.

Dr. Howey believes wholeheartedly in the premises and philosophy of The Kaizen Academy.

Daniel Baron

5011 N. Limberlost Lane, Bloomington, IN. 47408

University	Degree	Year	Major
Indiana University	Specialist in Education	1989	Curriculum
Bank Street College of Education, New York	M.S.	1976	Curriculum and Child Development,
Bowdoin College, Maine	B.S. (Graduated cum laude)	1973	Philosophy and Religion

Contact Information

Email dbaron@theprojectschool.org

Telephone 812-322-3384

Employment

Currently Executive Director of The School Project Foundation;
Bloomington, IN

2006-2008 The Senior Fellow of the National School Reform Faculty;
Bloomington, IN

2000-2006 Co-Director of the National School Reform Faculty; Bloomington,
IN

1992-2000 Director of Outreach Services, Harmony School Education
Center; Bloomington, IN

1995-2000 Director of the School wide Intensive Partnership Program;
Bloomington, IN

1995-2000 Director of the Indiana Title 1 Capacity Building Program;
Bloomington, IN

1994-1995 Director of the Indiana State School Transformation Project;
Bloomington, IN

1993-1994 Director of the Indiana Total Learning Communities Network;
Bloomington, IN

Professional and Community Activities

2001-2008	Lead Consultant, New Excellent Small Schools of Indianapolis Initiative, Indianapolis, IN
2000-2006	Lead Consultant, Small Schools Coaches Collaborative (Bill and Melinda Gates Foundation), Seattle, WA
1999-2005	Lead Consultant, Lucent Technologies Foundation, Collaborative Learning Communities Project, NJ
1998-2000	Lead Consultant for Professional Development, Atlas Learning Communities, Newton, MA
1997	Lead Consultant Atlas Communities Summer Institute, Philadelphia, PA
1996-2000	Lead Consultant to South Bend Peer Coaching Initiation, South Bend, IN
1996	Consultant and Keynote Speaker for the Rhode Island Breaking Ranks Initiative; Providence, RI
1995-1996	Consultant to Panasonic Education Foundation, Secaucus, NJ
1995-2000	Lead Consultant to the CVS Corporation Innovative Grants Project, Rye, NY
1994-1998	Lead Consultant to the Davis Foundation, Springfield, MA
1994-2000	Lead Consultant to The Philanthropic Initiative, Boston, MA
1976-1980	Consultant in Evaluation to the Indian and Migrant Program Division of the Department of Health, Education and Welfare, Washington, DC

Professional Affiliations

- The School Project Foundation
- National School Reform Faculty
- Indiana Title 1 Capacity Building Program
- Indiana State School Transformation Project
- Indiana Total Learning Communities Network

Daniel Baron has spent more than 30 years working in public, private and Native American education, pre-K through college, as a teacher, coach, whole-school change facilitator and curriculum developer. Daniel is a founder and board member of the Harmony Education Center in Bloomington, Indiana. Currently, Daniel is the Senior Fellow of the National School Reform Faculty (NSRF) on special assignment to Indiana University's Center for Research and P-16 Collaboration. For the last 15 years, Daniel's work has focused on providing exemplary professional development to school districts and equity-based projects across the country, including partnerships with Indiana University and the University of Indianapolis, the Small Schools Coaching Collaborative, the Coalition of Essential Schools, the Rural Schools and Community Trust, and ATLAS Learning Communities. Daniel served as the co-director of the NSRF for

6 years. Daniel writes a monthly column called “The Instructional Leader” for National Association of Secondary School Principals’ journal, *Principal Leadership*.

Brett William Duchon

8279 Taunton Rd. Indianapolis, IN. 46260

University	Degree	Year	Major
Indiana University	B.A.	1990	Fine Arts
Sheffield University	M.A.	2008	International Business and Japanese Language & Society

Contact Information

Email bduchon@hotmail.com

Telephone 317-257-6004 (Home)

Employment

2007- Present Meikai University (Japan)
2009- Present Tokai Junior and Senior High School (Japan)
2009- Present Tokyo Shoseki Publishing (Japan)
2008-2009 Ryotokuji University (Japan)
2007-2009 CUC University (Japan)
2007-2008 Tokyo Medical and Dental University (Japan)
2008-2009 NOVA Group (Japan)
1990-1998 Midwest Associates Sales Group (USA)

Professional and Community Activities

International Aikido Renshinkai Federation
Ayamekai Aikido Group (Teaching Aikido in English/Japanese - children and adults)
Meikai Global Aikido (Teaching Aikido in English/Japanese - Meikai University students)
UFRA (Urayasu Foreign Residence Association)
UFRA Newsletter editor (2002 ~ 2008)
UFRA Creative Writing Course (2007 ~ 2009)
UFRA Event Coordinator (2002 ~ Present)

Professional Affiliations

JACET (The Japan Association for College English Teachers)
JALT (The Japan Association for Language Teaching)

Brett is a hardworking, self-motivated and focused employee that comes to a position with practical experience. He enjoys the challenge of matching his skills and abilities to the demands of a job's objectives. He is flexible, adapting to change and progress, while still capable of maintaining attention on both details and big-picture goals. His leadership style intends to inspire motivated participation towards current agendas while guiding co-workers to invest effort in future improvement of their own specific capabilities. He believes he provides a strong and positive contribution to any organization he is part of, and as a manager, towards a department's realization of full potential and overall goals.

In sales experience, he has had the challenge of working with diverse customer bases, building professional relationships with various types of organizations from individual enterprises to corporate ones. He has successfully been able to solicit, cultivate, and maintain new clients, often broadening their business scope by offering new directions and strategies. His time in sales has given him skills and experience that he has utilized in all his subsequent positions.

In 1998, he fulfilled a longtime dream to visit Japan for cultural interests. Though intending to be a sojourn of only a few months, an endeavor to more deeply submerge himself in the scholarship of Japan led him to a long-term commitment. To achieve this extension he followed a career in education, a natural transition for utilizing a combination of his skills as well as academic studies. The culmination of his time spent abroad in Japan resulted in a Masters Degree in Japanese culture and language, his obtaining the rank of 4th degree and a teacher's license in Aikido, and his cherished family.

His experience in education is full of a history of implementing new curriculums that guide and support ESL (English-as-a-second language) students of various international backgrounds and levels. His university teaching focus has been on training students in using English with real-life customer service skills, how to conduct meetings and professional presentations, and preparing for job interviews.

His managerial duties have involved being in the interview and selection process of new staff, their subsequent training, support, and guidance. Liaising between Japanese management and foreign personnel, as well as conducting reviews to evaluate abilities and determine needs, led to responsibilities in presenting seminars to assist in the advancement of staff skills and techniques. His leadership history includes demonstrations of ability to work with people from various nationalities, cultures and religious backgrounds.

In addition to his working career, his involvement with the martial art Aikido in a community role has been a source of self-enrichment. These lessons focus on the promotion of people's growth through physical health, fostering of self-confidence, and the study of strategies to contend with living in today's world. He believes helping to make strong, capable, and peaceful people is a benefit for everyone's future.

J. Scott Taylor

5528 West 62nd St., Indianapolis, IN. 46268

University	Degree	Year	Major
Manchester College	B.A.	1976	Physics
Ball State University	M.A.	1978	Physics
Marion University	Masters in Arts Teaching	2010	Teaching

Contact Information

Email jtaylor7827@yahoo.com

Telephone 317-387-0052 (Home)

Employment

- 2009-Present Indianapolis Public Schools, Indianapolis, IN
- 2007 – 2009 PI Confluence, Inc.; Indianapolis, IN
- 2005 – 2007 TEKsystems, Inc.; Indianapolis, IN
- 2000 – 2005 DiscipleData, Inc.; Indianapolis, IN
- 1999 – 2000 Productivity Point International; Dallas, TX
- 1998 – 1999 Stream International; Dallas, TX
- 1987 - 1998 J.S.Taylor, Inc.; Lewisville, TX

Professional and Community Activities

- Presenter at the 13th PLATO Learning Education Technology Conference for Online Instruction
- Indianapolis Teaching Fellows
- President – Geochemical Explorations Society

Professional Certifications

- Computer Associates International, ETrust Intrusion Detection: Administrator
- MetaFrame, MetaFrame XP: Administration
- Cisco, Interconnecting Cisco Network Devices
- Novell GroupWise, Advanced Administration

- Microsoft, Managing a Microsoft Windows 2000 Network Environment
- Microsoft, MCSE – MCP+I - MCP

J. Scott Taylor has worked professionally as a field engineer, Microsoft Certified Systems Engineer and a teacher. He currently is an instructor in a program designed to assist students in the public school system to achieve their education that have difficulties performing in the traditional school setting. The program was the original idea of Dr. Chris Howey. He was instrumental in assisting Dr. Howey in developing the design and implementing the program in the Indianapolis school district. The program is called Off Campus Instruction (OCI), which is part of the Indianapolis Public School's (IPS) Homebound program. Last year, Mr. Taylor made a presentation of this program at a national online conference in Minneapolis.

Mr. Taylor was selected to study to become a teacher by the New Teacher program, an extension of the Teach for America organization. He was selected to assist Dr. Howey due to his wide variety of professional experiences. These experiences include entrepreneurial skills, network administration as well as his operational management history.

The OCI program was originally intended to provide a rigorous education to special needs students at a reduced cost to the School District. Over the last four years, more Homebound students have received high school credits than the IPS school records have recorded prior to the program. For the first time in IPS history, students in the Homebound program have graduated high school with a diploma. This record of improved education comes with a cost savings of over 2.5 million dollars a school year to the school district. Mr. Taylor has been extremely proud of this accomplishment. He believes The Kaizen Academy will be the next level of success for marginalized urban learners.

Evelyn A. Dysarz, D.C.

7117 N. Olney St., Indianapolis, IN. 46240

University	Degree	Year	Major
National University of Health Sciences, Lombard IL	D.C. (cum laude)	1986	Chiropractic
National University of Health Sciences, Lombard IL	B.S.	1986	Health Sciences
University of Michigan, Ann Arbor	B.A.	1967	Political Science

Contact Information

Email edysarz@aikiconcepts.org

Telephone 317- 841-8664(Home)

Employment

- 1986-Present, Owner, Wellspring Wholistic Health Clinic, and Chiropractic Physician
- 1976-1981, Admissions Counselor & Recruiter, Wayne Co. Community College, Detroit MI
- 1967-1976, General Assignment Reporter, The Daily Tribune, Royal Oak MI

Professional and Community Activities

- Founder & Chair of the Board, AikiConcepts, Inc., Indianapolis, IN
- Founder, Sunday Art Group, Indianapolis
- Past President, Conner Prairie Rifles
- Founding Member, Aikido Yoshinkan Association of North America (AYANA)

Professional Affiliation

- Rokkodan (6th degree) Black Belt, International Yoshinkai Aikido Federation
- Certified Instructor, International Yoshinkai Aikido Federation
- Member, American Chiropractic Association

Dr. Evelyn Dysarz has helped establish two non-profit, tax-exempt educational corporations (Section 501(c)(3)) in her career, the Aikido Yoshinkan Association of North America (AYANA) and AikiConcepts, Inc. She served as treasurer for both organizations, and, for AikiConcepts, as a member and Chair of the Board of Directors. She has served continuously, for over twenty years, as either an officer or Board member since the founding of AikiConcepts. Her service in these organizations has provided her with a broad perspective on the operation of not-for-profit organizations. She feels this experience will be invaluable to The Kaizen Academy. Her positions have provided her with the critical experience of day to day operations, financial management and strategic planning.

Her other entrepreneurial business is a health care facility which she owns and has operated in Indianapolis since 1986. This has provided her business experience essential in the overseeing of The Kaizen Academy.

The mission of AikiConcepts, which she was co-founder of in 1992, was to bring the wisdom derived from Asian martial arts to the broader Indianapolis community. As a result of this vision, she has been working directly with families, youth and adults in the Indianapolis community.

Dr. Dysarz is the highest ranked female instructor of Yoshinkan Aikido in the United States. This provides her with a deep understanding and regard for the potential the martial arts possess for making changes in people's lives. She believes the incorporation of these studies into the proposed charter school will allow the learners the structure and discipline they need to become successful in their lives. She sees the Academy as an extension of her initial efforts in creating AikiConcepts over twenty-five years ago.

James W. Brown, Ph.D.

10710 Pine Bluff Drive, Fishers, IN 46037

University	Degree	Year	Major
Indiana University	Ph.D	1977	Instructional System Technology
Indiana University	M.B.A.	1973	Management
Indiana University	M.S.Ed.	1971	Education
Southern Illinois University-Carbondale	B.S.	1967	Cinema and Photography

Contact Information

Email jbrown@aikiconcepts.org

Telephone 317-436-8301 (Home), 317-691-2538 (Mobile)

Employment

1982-2010 Executive Associate Dean, Indiana University School of Journalism—IUPUI. Now Executive Associate Dean Emeritus, Professor Emeritus.

1973-1982 Director of the Photojournalism Sequence, School of Journalism and Mass Communication, University of Minnesota.

Professional and Community Activities

- 2009 [Robin F. Garland Education Award](#), National Press Photographers Association.
- 2009 Induction into the [Indiana Journalism Hall of Fame](#).
- 2009 Named "Distinguished Hoosier" by Governor Mitch Daniels.

- 2009 Hoosier State Press Association Foundation Better Newspaper Committee created the James W. Brown Innovation Award to honor an innovation or initiation
- 2008 Chancellor's Faculty Award for Civic Engagement.
- 2008 Best Non-Fiction Book, Indiana Society of Professional Journalists.
- 2007 Glen W. Irwin, Jr., M.D. [Experience Excellence Award](#), IUPUI.
- 2007 Distinguished Service Award, Hoosier State Press Association.
- 2004 Silver Beaver Award, Crossroads of America Council, Boy Scouts of America.
- 1983-Gold Award; Brown, Jensen and Garloff, Inc.; "Your Heart: A Star on TV;" International Film and Television Festival
- 1982-Bronze Award; Brown, Jensen and Garloff, Inc.; "Caring for Minnesota's Elderly;" International Film and Television Festival of New York.
- 1966-National Press Photographer's Association, Pictures of the Year competition, Honorable Mention and inclusion in the traveling exhibit.
- Boy Scouts of America

Professional Affiliations

- National Press Photographers Association
- Hoosier State Press Association
- Indiana Society of Professional Journalists

Jim Brown is a retired educator who has achieved national distinction in Instructional Systems Technology and journalism. He has also studied martial arts. His experience in martial arts has helped him realize the benefits both physically and mentally. He believes this experience can make a person become confident in themselves and their abilities as an adult. The martial arts student becomes calmer and more readily avoids conflict. Respect for elders, and those of higher rank in the art, is a fundamental core value of study. He believes this is a missing foundation in the inner city youth.

He believes there is a unique value and potential of the proposed Kaizen Academy to help the targeted population of the school. The core values and structure of the school are not an experiment but are the natural outgrowth of a successful program conceived and managed by Dr. Chris Howey in the Indianapolis Public School System. The Kaizen Academy builds on this earlier pilot project program.

Jim believes that every effort should be made to help people become successful in achieving a high school diploma and having life skills that lead to successful employment. The Kaizen Academy will serve a population of students who have

already dropped through the cracks of the educational system.

Dr. Brown brings to the Board thirty-seven years of teaching experience and thirty-four years of administrative and management experience in education. He has worked with youth directly in the Boy Scouts of America programs for most of his adult life. He has personally been involved in Scouting for almost half of its one hundred year history in the United States. He has earned the coveted Silver Beaver award. This is the highest award the Crossroads of America Council may award a volunteer.

Dr. Brown believes The Kaizen Academy is visionary and he looks forward to serving on its board.

Timothy Luley

7834 E. 71st St., Indianapolis 46256

University	Degree	Year	Major
Purdue University	B.S	1979	Construction Technology
Purdue University	A.A.S.	1977	Architectural Technology
U.S. Marine Corps,	Corporal E-4	1972-1974	Radio-Relay, Multi-Channel Radio Communications

Contact Information

Email tluley@aikiconcepts.org

Telephone 317-332-0227 (Mobile), 317-842-8999 (Home)

Employment

2008-Present Vector Consulting LLC Indianapolis, IN
2007-2008 Odle, McGuire, and Shook Corp. Indianapolis, IN
2001-2002 CSO Architects-Engineers, Inc. Indianapolis, IN
1993-2001 The InterDesign Group Indianapolis, IN
1991-1993 Fanning/Howey Inc. Indianapolis, IN
1988-1991 CSO Architects-Engineers, Inc. Indianapolis, IN
1986-1988 Merrill A. Jones & Associates Indianapolis, IN
1983-1985 Boyd/Sobieray & Associates Indianapolis, IN
1979-1983 James Associates Indianapolis, IN
1972-1974 U.S. Marine Corps

Professional and Community Activities

- International Aikido Yoshinkan Federation
- U.S. Biathlon Association
- International Hopology Society

Professional Affiliations

- American Society of Plumbing Engineers (ASPE)

Distinctions

- Instructor Certificate— International Yoshinkan Aikido Federation
- 4th Degree Black Belt in Aikido (Yondan Ranking)
- Instructor Rating — Seitei Jodo (All Japan Kendo Federation)
- 2nd Degree Black Belt in Seitei Jodo (Nidan Ranking)

Tim Luley has 30 years experience designing plumbing and piping systems for buildings, schools, science laboratory areas, and medical air, gas, and oxygen systems for hospitals and medical buildings. His expertise encompasses all sanitary, storm, and domestic piping design, updating details for compliance with ADA Handicapped Standards, and composing plumbing specifications for various projects using MicroSoft AutoCad Standards.

Tim has also been a student and teacher of both Aikido and Jodo for over twenty years. His broad experience in design engineering, sales and construction technology and the martial arts provides a comprehensive professional background for the Board and school.

Glenda Survance

1610 E. Vermont, Indianapolis 46201

University	Degree	Year	Major
IUPUI	(no degree)		Criminal Justice
Christian Theological Seminary	Master of Divinity	2 nd YR	Christian Theology

Contact Information

Email gsurvance@aikiconcepts.org

Telephone 317-413-1139 (Mobile)

Employment

- 2003-Present Director of Information Services Church Extension of the Christian Church (Disciples of Christ)
- 2003 - 2010 Director of Information Services General Board of Global Ministries of the United Methodist Church
- 2000 - 2003 Vice President of Software Development & Operations - DiscipleData
- 1992 - 2000 Network Administrator OB-GYN Department of IU Medical Center
- 1985 - 1992 President RBS Support Group
- 1981 - 1986 Vice President of Operations Raxis International

Professional and Community Activities

- IndyCAN (Indianapolis Congregation Action Network)
- Christian Church (Disciples of Christ)
- Central Christian Church
- SouthEast Multi-Service Center)
- Family Services Association
- John Boner Community Center

Glenda Survance has worked in the field of technology for 30 years. For the past 20 years, she has been working with non-profits exclusively. Her responsibilities have included managing complex, multi-location networks and supporting users worldwide, with her greatest expertise in working with end users, developers and support teams to insure the technology doesn't get in the way of a process, but

contributes to the experience.

Her avocation for the same 30 years has been working with children and youth, particularly those who have been marginalized through abuse and poverty. She has volunteered her time working with both secular and religious organizations.

She currently attends seminary as she is working toward a Masters of Divinity degree. Her area of focus will be in the Urban Ministries. Both in seminary and in her work at Church Extension, there has always been a focus on how to work with congregations to help them to see outside their doors and how to transform their mission work to work within their community.

Jim Van Renterghem

6180 S. Fox Chase, Pendleton IN. 46064

University	Degree	Year	Major
Indiana University	B.S.	1982	Marketing & Management

Contact Information

Email = jvanr@aikiconcepts.org

Telephone 317-440-4383 (mobile)

Employment

- 1986-Present, Elite Printing, Indianapolis, IN
- 1985-86- Sales Representative, Indianapolis, IN
- 1983-85, Sales Manager, Indianapolis, IN

Professional and Community Activities

- Member National Association of Printers & Lithographers
- Our Lady of Grace Roman Catholic Church
- Drug Free Marion County
- Board Member, AikiConcepts

Professional Affiliation

- Yoshinkan Aikido
- International Yoshinkai Aikido Federation
- Marion County Mental Health Association

Jim Van Renterghem brings over twenty five years of business experience to the Board. During his professional career he has hired, trained and fired people from the same types of backgrounds that potential students that might attend the Kaizen Academy have grown up in. He continues to experience first hand the challenges of managing inner city youth in the work environment. He knows the work skills needed to be successful in today's service economy. He understands, and will be able to contribute to, the teaching of those skill sets needed to be an "employable" individual. Jim brings many years of business contacts and associations that will be useful in assisting with the mission of the school.

In addition to his numerous years as a local small business owner, he understands business attitudes and perspectives here in Indiana. Along with his business experiences, he has also spent nearly fifteen years studying and teaching Aikido. He knows the benefits that participation in that art can have on an individual. He feels that he has personally experienced that transformation.

Mr. Renterghem believes in The Kaizen Academy concept. He has confidence that the team that has been gathered to start The Kaizen Academy will create a school that will make an enormous contribution to the lives of individual students and to the Indianapolis community as a whole.

Derek L. Jefferson

11412 Silver Drift Lane, Indianapolis IN 46229

University	Degree	Year	Major
Aenon Bible College, Indianapolis IN	Assoc. in Religious Studies	1993	Theology
Grace Bible College, Louisville KY	Bachelor of Theology	2009	Theology
Grace Bible College, Louisville KY	Honorary Doctorate of Theology, Honorary Doctorate of Humanities	2008	

Contact Information

Email jerusalemastolic@att.net

Telephone 317-253-2276

Employment

2007 – present Pastor, Jerusalem Temple Apostolic Church, 2125 E. 54th, Indpls IN 46220
2005 – 2007 Christ Centered Homes, Inc., Jackson MI
2000 – 2005 Pentecostal Assemblies of the World, Inc., 3939 Meadows Dr, Indpls IN 46205
1987 – 1993 The Pentecostal Assemblies of the World, Inc. 3939 Meadows Dr, Indpls IN 462
1983 – 1987 Cub Foods, Indianapolis IN

Professional and Community Activities

- American Village (senior living) volunteer, 2 years
- Church administrator and fundraiser, God's Grace Community Church, Indpls 1990s
- Full time ministry volunteer ranging from worship leader to bus driver, Bethel Tabernacle, Indpls, 1980s
- Men's Ministry Chairman over 80 churches, Indiana District of The Pentecostal Assemblies of the World, 2009

Professional Affiliations

- Ordained an Elder, 2003, The Pentacostal Assemblies of the World

Pastor Jefferson felt “the call” to the ministry at an early age, and spread the Word of God during lunch while attending Indianapolis Public School #51. That early call blossomed into a lifelong endeavor to be of service in Indianapolis area Pentacostal churches.

He has been active in several area churches in a range of activities from bus driver and custodian to worship leader and Sunday school teacher. After working in the community for several years after his graduation from Arsenal Technical High School, Indianapolis, in 1983, he spent several years formalizing his understanding of Scripture at two Bible colleges.

He has developed exceptional skills in fundraising, marketing and church administration. He raised about \$80,000 for God’s Grace Community Church, and has also completed \$80,000 in renovations at Jerusalem Temple Apostolic Church, Indianapolis, where he has been the pastor since 2007.

Pastor Jefferson has served on the Indiana district level of The Pentacostal Assemblies of the World, including Men’s Director for over 80 churches.

He has been a dedicated worker and student. After majoring in business and small engine repairs in high school, he became the first African-American assistant supervisor for maintenance for Cub Foods in Indianapolis. During his five years with Cub Foods, he eventually became supervisor of maintenance.

Pastor Jefferson has shown a commitment to serving others in church activities while holding a variety of jobs in the Indianapolis area. He has much insight into the hopes and needs of the Indianapolis community.

Attachment 2, part 1

Course Scope and Sequence for:

PLATO Course Algebra I, Semester I

Course Grading Categories	Weight
Unit Posttests	25%
End-of-Semester Test	25%
Other	0%
Modules	30%
Homework/Classwork	15%
Attendance/Participation	5%
Total	100%

PLATO Course Algebra I-I Overview
Total # of instructional units: 4
Total # of instructional modules: 89
Module Breakdown:
Online Exemptible Modules: 74
Offline Nonexemptible Modules: 15

Units	Assignment Name	Module Type
	Unit I—Rational Numbers, Exponents, and Square Roots	
Modules	1 Pretest—Unit I	Online Test
	2 Odd and Even Numbers (AlgI.I)	Online
	3 Prime and Composite Numbers (AlgI.I)	Online
	4 Properties of Real Numbers (AlgI.I)	Offline
	5 Exponents: Exponential Form (AlgI.I)	Online
	6 Exponents: Expanded Form (AlgI.I)	Online
	7 Exponents: Product Rule (AlgI.I)	Online

Units	Assignment Name	Module Type
8	Exponents: Power Rule (AlgI.I)	Online
9	The Additive Inverse of Integers (AlgI.I)	Online
10	Adding Integers (AlgI.I)	Online
11	Subtracting Integers (AlgI.I)	Online
12	Multiplying Integers (AlgI.I)	Online
13	Dividing Integers (AlgI.I)	Online
14	Square Roots of Perfect Squares (AlgI.I)	Online
15	Square Roots of Imperfect Squares (AlgI.I)	Online
16	Multiplying Common Fractions (AlgI.I)	Online
17	Adding and Subtracting Fractions (AlgI.I)	Online
18	Adding and Subtracting Mixed Numbers (AlgI.I)	Online
19	Dividing Fractions (AlgI.I)	Online
20	Multiplying and Dividing Mixed Numbers (AlgI.I)	Online
21	Using Basic Number Ideas (AlgI.I)	Online
22	Mental Math with Whole Numbers and Decimal (AlgI.I)	Online
23	Mental Math with Fractions and Percents (AlgI.I)	Online
24	Posttest—Unit 1	Offline Test
Unit 2—Percents and Expressions		
1	Pretest—Unit 2	Online Test
2	Visualizing Percents Less than 1% (AlgI.I)	Online
3	Converting Percents Less than 1% to Decimals (AlgI.I)	Online
4	Converting a Decimal to a Fraction of a Percent (AlgI.I)	Online
5	Finding the Amount with Percents Less than 1% (AlgI.I)	Online

Units	Assignment Name	Module Type
6	Visualizing Percents Greater than 100% (Alg I.1)	Online
7	Converting Percents Greater than 100% to Decimals (Alg I.1)	Online
8	Converting a Number Greater than 1 to a Percent (Alg I.1)	Online
9	Solving Problems with Percents (Alg I.1)	Online
10	Order of Operations (Alg I.1)	Online
11	Expressions in 1 Variable (Alg I.1)	Online
12	Expressions in 2 or More Variables (Alg I.1)	Online
13	Determining the Truth Value of a Statement (Alg I.1)	Online
14	Adding Monomials (Alg I.1)	Online
15	Subtracting Monomials (Alg I.1)	Online
16	Multiplying Monomials (Alg I.1)	Online
17	Dividing Monomials (Alg I.1)	Online
18	Adding Binomials and Monomials (Alg I.1)	Online
19	Subtracting Binomials and Monomials (Alg I.1)	Online
20	Multiplying Binomials and Monomials (Alg I.1)	Online
21	Dividing Binomials by Monomials (Alg I.1)	Online
22	Posttest—Unit 2	Offline Test
Unit 3—Linear and Quadratic Equations		
1	Pretest—Unit 3	Online Test
2	Linear Equations in 1 Variable: Solving by Inspection (Alg I.1)	Online
3	Linear Equations in 1 Variable: Isolating the Variable (Alg I.1)	Online
4	Linear Inequalities in 1 Variable, Part I (Alg I.1)	Online

Units	Assignment Name	Module Type
5	Linear Inequalities in 1 Variable, Part 2 (AlgI.I)	Online
6	More Difficult Linear Inequalities in 1 Variable (AlgI.I)	Online
7	Literal Equations (AlgI.I)	Online
8	Adapting and Using Formulas (AlgI.I)	Online
9	Using Linear Equations to Solve Problems (AlgI.I)	Online
10	Special Quadratic Equations, Part 1 (AlgI.I)	Online
11	Special Quadratic Equations, Part 2 (AlgI.I) (AlgI.I)	Online
12	Using Quadratic Equations to Solve Problems	Online
13	Coordinate Plane (AlgI.I)	Online
14	Coordinate Plane (AlgI.I)	Online
15	Ordered Pairs as Solutions of Linear Equations (AlgI.I)	Online
16	Graphing Linear Equations in 2 Variables (AlgI.I)	Online
17	Graphs, Slopes, and y-Intercepts (AlgI.I)	Online
18	Finding x- and y-intercepts of a Linear Equation (AlgI.I)	Offline
19	Equations, Graphs, Slopes, and y-Intercepts (AlgI.I)	Online
20	Slope-Intercept Form (AlgI.I)	Offline
21	Point-Slope Form (AlgI.I)	Offline
22	Parallel and Perpendicular Lines and Their Slopes (AlgI.I)	Offline
23	Interpreting Graphs to Solve (AlgI.I)	Online
24	Posttest—Unit 3	Offline Test

Unit 4—Linear Relations, Systems, Functions, and Special Topics

1	Pretest—Unit 4	Online Test
2	Approximating a Line of Best Fit (AlgI.1)	Offline
3	Using the Distance Formula (AlgI.1)	Offline
4	Using the Midpoint Formula (AlgI.1)	Offline
5	Graphing Linear Inequalities in 2 Variables (AlgI.1)	Offline
6	Solving and Graphing Systems of Equations (AlgI.1)	Online
7	Solving Systems of Linear Inequalities by Graphing (AlgI.1)	Offline
8	Solving Problems with Systems of Linear Equations (AlgI.1)	Online
9	Mean, Median, and Mode (AlgI.1)	Online
10	Solving Problems with Mean, Median, and Mode (AlgI.1)	Online
11	Creating and Interpreting Stem-and-Leaf Plots (AlgI.1)	Offline
12	Creating and Interpreting Box-and-Whisker Plots (AlgI.1)	Offline
13	Creating and Interpreting Circle Graphs (AlgI.1)	Offline
14	Probability and Possible Outcomes (AlgI.1)	Online
15	Probability of an Event (AlgI.1)	Online
16	Solving Problems with Probability (AlgI.1)	Online
17	Estimation Basics (AlgI.1)	Online
18	Estimation by Clustering (AlgI.1)	Online
19	Scaling and Proportion, Part 1 (AlgI.1)	Online
20	Scaling and Proportion, Part 2 (AlgI.1)	Online
21	Patterns and Sequences (AlgI.1)	Online
22	Functions (AlgI.1)	Online

23	Determining Whether a Relation is a Function (Alg I.1)	Offline
24	Finding the Domain and Range of a Function (Alg I.1)	Offline
25	Describing Functions with Equations, Tables, and Graphs (Alg I.1)	Online
26	Linear Patterns (Alg I.1)	Online
27	Posttest—Unit 4	Offline Test
	End-of-Semester Test—Algebra I-1	Offline Test

Attachment 2, part 2

Entire Core Academic Curriculum

PLATO Core Academic Curriculum

Mathematics

Course	Content Title	Weeks of Instruction	Number of Units	Number of Modules	Number of Exemptible Modules	Number of Non-Exemptible Modules (offline & other)
Pre-Algebra Semester 1	Foundational Mathematics Algebra 1, Part 1	18	4	82	73	9 3 web activities 6 offline
Pre-Algebra Semester 2	Foundational Mathematics Algebra 1, Parts 1 and 2 Algebra 2, Part 1 Geometry, Parts 1 and 2	18	4	81	69	12 4 web activities 8 offline
Algebra 1 Semester 1	Algebra 1 (Modules 1-6) Math Problem Solving	17	4	89	74	15 15 offline
Algebra 1 Semester 2	Algebra 1 (Modules 7-9) Math Problem Solving	17	3	80	72	8 8 offline
Algebra 2 Semester 1	Algebra 2 (Modules 10-14) Math Problem Solving	11	3	48	46	2 2 offline
Algebra 2 Semester 2	Algebra 2 (Modules 14-19) Math Problem Solving	13	3	61	44	17 17 offline
Geometry Semester 1	Foundational Mathematics Geometry 1 and 2	18	4	55	40	15 8 web activities 7 offline
Geometry Semester 2	Foundational Mathematics Geometry 1 and 2	18	4	39	25	14 5 web activities 9 offline

Mathematics, Advanced

Advanced Calculus AB <i>AP* Edition Semester 1</i>	PLATO Course Advanced Calculus AB <i>AP* Edition Semester 1</i> Algebra 1, Part 1 Algebra 2, Part 1 Algebra 2, Part 2	18	4	47	0	0
Advanced Calculus AB <i>AP* Edition Semester 2</i>	PLATO Course Advanced Calculus AB <i>AP* Edition Semester 2</i>	18	5	39	0	0

English

Course	Content Title	Weeks of Instruction	Number of Units	Number of Modules	Number of Exemptible Modules	Number of Non-Exemptible Modules (offline & other)
English 7 Semester 1	Essential Reading Skills 1 & 2 Reading Explorations (Level G) Essential Writing Process & Practice (Levels DD & EE) Fundamental Writing Process & Practice (Levels FF & GG)	18	4	58	27	31 8 web activities 10 offline 10 content 3 interactive
English 7 Semester 2	Essential Reading Skills 1 & 2 Essential Writing Process & Practice (Levels DD & EE) Fundamental Writing Process & Practice (Levels FF & GG)	18	4	36	13	23 9 web activities 6 offline 5 content 3 interactive
English 8 Semester 1	Essential Reading Skills 1 Fundamental Reading Strategies Essential Writing Process & Practice (Level DD) Fundamental Writing Process & Practice (Level FF) Intermediate Writing Process & Practice (Level HH)	18	4	42	23	19 11 web activities 5 offline 3 content
English 8 Semester 2	Essential Reading Skills 1 & 2 Fundamental Reading Strategies Essential Writing Process & Practice (Level EE) Fundamental Writing Process & Practice (Level HH)	18	4	34	11	23 9 web activities 9 offline 4 content 1 interactive
English 9 Semester 1	Intermediate Reading Strategies Vocabulary and Reading Comprehension (Level 8) Intermediate Writing Process & Practice (Level II)	20	5	46	21	25 10 web activities 5 offline 5 content 5 interactive
English 9 Semester 2	Intermediate Reading Strategies Vocabulary and Reading Comprehension Intermediate Writing Process & Practice (Level II)	16	4	39	17	22 8 web activities 3 offline 9 content 2 interactive

English, con't

English 10 Semester 1	Advanced Reading Strategies Advanced Writing Process and Practice (Level KK)	17	4	29	17	12 11 web activities 1 interactive
English 10 Semester 2	Advanced Reading Strategies Advanced Writing Process and Practice (Level KK)	19	5	36	14	22 8 web activities 6 offline 5 content 3 interactive
English 11 Semester 1	Intermediate Reading Strategies Miscellaneous Language Arts Resources	18	3	36	21	15 12 web activities 2 offline 1 content
English 11 Semester 2	Intermediate Reading Strategies Miscellaneous Language Arts Resources	18	3	40	23	17 12 web activities 2 offline 3 content
English 12 Semester 1	Advanced Reading Strategies Informational Reading Essential Writing Process & Practice (Level EE) Intermediate Writing Process & Practice (Level JJ) Advanced Writing Process & Practice (Level LL, Level MM) Miscellaneous Language Arts Resources	18	3	38	18	20 11 web activities 2 offline 7 content
English 12 Semester 2	Advanced Reading Strategies Informational Reading Intermediate Writing Process & Practice (Level JJ) Advanced Writing Process & Practice (Level LL, Level MM) Miscellaneous Language Arts Resource	18	4	50	28	22 14 web activities 4 offline 4 content
Advanced English Courses						
PLATO Course Advanced English Literature and Composition <i>AP* Edition</i> Semester 1	PLATO Course Advanced English Literature and Composition <i>AP* Edition</i> Semester 1	18	5	35	0	0
PLATO Course Advanced English Literature and Composition <i>AP* Edition</i> Semester 2	PLATO Course Advanced English Literature and Composition <i>AP* Edition</i> Semester 2	18	5	36	0	0

Science

Course	Content Title	Weeks of Instruction	Number of Units	Number of Modules	Number of Exemptible Modules	Number of Non-exemptible Modules (offline & other)
Life Science Semester 1	Life Science	18	4	31	16	15 4 web activities 11 offline
Life Science Semester 2	Life Science	18	4	17	11	6 2 web activities 4 offline
Physical Science Semester 1	Properties and Structures of Matter Chemistry Fundamentals Energy and Its Applications Forces and Motion	12	2	14	8	6 1 web activities 5 offline
Physical Science Semester 2	Properties and Structures of Matter Chemistry Fundamentals Energy and Its Applications Forces and Motion	13	2	16	9	7 7 offline
Biology Semester 1	Biology Series	21	4	33	17	16 13 web activities 3 offline
Biology Semester 2	Biology Series	20	3	29	21	8 8 web activities
Biology Lab Semester 1	PLATO Course Biology Semester 1 v3.0	18	6	36	0	0
Biology Lab Semester 2	PLATO Course Biology Semester 2 v3.0	18	6	36	0	0
Chemistry Semester 1	Chemistry Series	18	10	18	10	8 5 web activities 3 offline
Chemistry Semester 2	Chemistry Series	18	7	10	8	2 2 offline
Chemistry Lab Semester 1	PLATO Course Chemistry Semester A v3.0	18	6	34	34	0

Science, Advanced

Chemistry Lab Semester 2	PLATO Course Chemistry Semester B v3.0	18	6	34	34	0
Advanced Biology <i>AP* Edition</i> Semester 1	A PLATO Course Advanced Biology <i>AP* Edition</i> Semester 1 PLATO Course Biology Semester 1 v3.0	18	6	38	0	0
Advanced Biology <i>AP* Edition</i> Semester2	PLATO Course Advanced Biology <i>AP* Edition</i> Semester 2 PLATO Course Biology Semester 2 v3.0	18	6	38	0	0
Advanced Chemistry <i>AP* Edition</i> Semester 1	PLATO Course Advanced Chemistry <i>AP* Edition</i> Semester 1 PLATO Course Chemistry Semester A v3.0	18	6	34	0	0
Advanced Chemistry <i>AP* Edition</i> Semester 2	PLATO Course Chemistry Semester B v3.0	18	7	43	0	0

Social Studies

Course	Content Title	Weeks of Instruction	Number of Units	Number of Modules	Number of Exemptible Modules	Number of Non-Exemptible Modules (offline & other)
Basic American History I Semester 1	Early People Lay Foundation of American Culture (before 1492) Spain Leads in Exploring and Colonizing New World (1492-1650) The English Establish Thirteen Colonies in America (1607-1732) Colonial Life Brings Social Change to America (1607-1750) British Laws Anger the Colonists (1651-1775) Patriots Win Their War for Independence (1776-1783) Americans Begin to Govern Themselves (1776-1787) Americans Create the U.S. Constitution (1787-1788)	18	4	41	16	25 21 content 4 internet projects
Basic American History I Semester 2	Washington and Federalists Lead the New Nation (1789-1801) America Begins to Grow and Gain Respect Abroad (1801-1824) Conflicts Divide Americans during Age of Jackson (1825-1841) Americans Move Toward the Pacific (1803-1853) North and South Become Increasingly Different (1830-1850) Sectional Anger Splits the Union Apart (1850-1861) North and South Fight a Civil War (1861-1865) Reconstruction: Blacks Gain But Then Lose Rights (1865-1877)	19	4	42	16	26 22 content 4 internet projects
Basic American History 2 Semester 1	Indian Way of Life Ends as the West is Settled (1865-1890) America Becomes a Great Industrial Nation (1865-1900) America Faces Problems as it Industrializes (1865-1900) America Becomes a More Diverse and Urban Society (1865-1900) Reformers Try to Solve Problems (1883-1920) America Acquires Overseas Possessions (mid 1800s-1914) U.S. Neutrality; then Involvement in World War I (1914-1918) American Cultural Experience during the Twenties (1920-1929) America Struggles to End the Great Depression (1929-1941)	18	4	39	18	21 17 content 4 Internet projects

Social Studies – con’t

<p>Basic American History 2 Semester 22</p>	<p>U.S. Neutrality, then Involvement in World War II (1919-1945) America Becomes the Leader of the Free World (1945-1953) Post-War Prosperity and Civil Rights Movement (1945-1960s) Domestic Problems during Kennedy-Johnson Years (1961-1969) The Vietnam War and Other Cold War Problems (1961-1974) America Experiences Difficult Times (1969-1981) Cold War Ends, but Domestic Problems Continue (1981-1993) Prosperity, then Terrorism Mark the Clinton-Bush Years (1993-Present)</p>	<p>17</p>	<p>4</p>	<p>39</p>	<p>16</p>	<p>23 19 content 4 Internet projects</p>
<p>American History I Semester 1</p>	<p>People of the Old and Pre-Columbian Worlds (before 1492) Europeans Explore the New World Emergence of a Unique American Culture (1607-1763) Colonial Conflicts with Great Britain (1763-1775) American Patriots Fight for Independence (1776-1783) The Critical Period (1783-1788) The Creation and Adoption of a New Constitution Understanding the United States Constitution</p>	<p>18</p>	<p>4</p>	<p>69</p>	<p>8</p>	<p>61 57 content 4 Internet projects</p>
<p>American History I Semester 2</p>	<p>Leadership under Washington and the Federalists (1789-1801) America's Domestic and Foreign Policies (1800-1825) The Age of Jackson (1825-1841) American Culture Continues to Change (1800-1860) Sectional Problems Grow as America Expands (1841-1860) North and South Fight a Civil War (1861-1865) Reconstruction (1865-1877)</p>	<p>18</p>	<p>3</p>	<p>72</p>	<p>7</p>	<p>65 62 content 3 Internet projects</p>
<p>American History 2 Semester 1</p>	<p>The Western Frontier is Settled (1865-1890) Industrializing America (1865-1914) The Politics of the Gilded Age (1870-1900) The Making of Urban America (1877-1920) Progressive Era (1890-1920) U.S. Involvement in the Pacific/Latin America (mid 1800s-1914) America Becomes Involved in World War I (1914-1918) America Changes during the Roaring Twenties (1920-1929) Great Depression and New Deal (1929-1941)</p>	<p>19</p>	<p>4</p>	<p>46</p>	<p>18</p>	<p>28 24 content 4 Internet projects</p>

Social Studies, con't

American History 2 Semester 2	U.S. Foreign Policy between the Two World Wars (1919-1941) World War II and the Post-War Peace (1939-1945) Cold War and the Truman Years (1945-1953) The Eisenhower Years (1953-1961) Vietnam and the Great Society in the Kennedy-Johnson Years (1961-1969) The Nixon, Ford and Carter Years (1969-1981) Cold War Ends, Conservatives Rise in the Reagan-Bush Years (1981-1993) Prosperity; then Terrorism in the Clinton-Bush Years (1993-Present)	18	4	43	16	27 23 content 4 Internet projects
World History Semester 1	Middle Eastern Civilizations Ancient India The Foundation of Chinese Culture and History The Triumph of Greek Civilization The Rise and Fall of Rome The Rise and Spread of Islam Byzantine Empire Europe after the Fall of Rome The Development of Medieval Monarchies in Europe The Resurgence of Europe The Development of National Monarchies in Europe Mongols, Moguls, and Ottomans	18	4	48	24	24 20 content 4 Internet projects
World History Semester 2	The Age of Revolution The Industrial Revolution Meiji Restoration The Impact of Nationalism Advances in Democracy European Imperialism in Africa and Asia Russia: Reform, Repression, and Revolution Causes, Course, and Conclusion of World War I Causes, Course, and Conclusion of World War II The Early Years of the Cold War Communism Declines and Europe Is Transformed The Search for Solutions to Global Problems	18	4	52	24	28 24 content 4 Internet projects
Geography Semester 1	World of the Geographer The Earth United States: Physical Geography United States: Human Geography Canada	18	4	66	4	62 58 content 4 Internet projects

Social Studies, con't

Geography Semester 2	Europe: Physical Geography Europe: Human Geography Russia and Other Countries of the C.I.S.: Physical Geography Russia and Other Countries of the C.I.S.: Human Geography Oceania: Physical Geography Oceania: Human Geography	18	3	43	6	37 34 content 3 Internet projects
Civics Semester 1	What Are Politics and Government? What Is Democracy? The U.S. Constitution National Institutions – Congress National Institutions – President National Institutions – Judiciary	18	3	30	12	18 15 content 3 Internet projects
Civics Semester 2	Linking America – The Media Linking America – Political Parties State and Local Government Citizenship The U.S. Economy Involvement in World Affairs	18	3	27	12	15 12 content 3 Internet projects
U.S. Government Semester 1	American Political Culture The Philosophy of the U.S. Constitution Writing the U.S. Constitution The Constitution as a Governing Document The Media Political Parties Campaigns and Voting	18	3	35	14	21 18 content 3 Internet projects
U.S. Government Semester 2	The Congress The Presidency The Federal Bureaucracy The Judiciary State, Local, Territorial, and Tribal Government	18	2	24	10	14 12 content 2 Internet projects
Economics Semester 1	Economics: The Science of Scarcity Economic Systems, Efficiency, and Productivity Demand and Supply in a Market Economy Competition, Market Structures, and International Trade Money, Banking, and Finance	18	2	24	10	14 12 content 2 Internet projects
Economics Semester 2	Business and Labor Entrepreneurship and Economic Growth The Government in a Mostly Market Economy Business Cycles and Government Policies The Individual Consumer	18	3	27	10	17 14 content 3 Internet projects

Social Studies, Advanced

Advanced US History <i>AP* Edition</i> Semester 1	PLATO Course Advanced US History <i>AP* Edition</i> Semester 1	18	6	36	36	0
Advanced US History <i>AP* Edition</i> Semester 2	PLATO Course Advanced US History <i>AP* Edition</i> Semester 2	18	8	40	40	0

Attachment 2, part 3








Computer Delivered Electives


Course	Content Title	Weeks of Instruction	Number of Units	Number of Modules	Number of Exemptible Modules	Number of Non-Exemptible Modules (offline & other)
Art History and Appreciation	Art History and Appreciation	15	5	30	30	0
Consumer Mathematics	Consumer Mathematics Foundational Mathematics Projects for the Real World	15	6	36	36	0
Computer Applications and Technology	Computer Applications and Technology	15	5	30	30	0
Health	Health Life Science Projects for the Real World	16	5	31	31	0









Attachment 2, part 4, con't.


Other PLATO Electives




-  PLATO Course Career Readiness Certificate – Bronze
-  PLATO Course Career Readiness Certificate – Gold
-  PLATO Course Career Readiness Certificate – Silver
-  **PLATO Course Computer Applications and Technology**
 -  [Course Version Information](#)
 -  Unit 1 - Introduction to Computers
 -  Unit 2 - Getting Connected with Technology
 -  Unit 3 - Word Processing
 -  Unit 4 - Spreadsheets and Databases
 -  Unit 5 - Presentations
 -  Computer Applications and Technology Course Project
 -  End of Semester Test - Computer Applications and Technology [\[View Test\]](#)

-
-  **Technology Fundamentals**
 -  Introducing Energy and Systems
 -  Mechanical Systems
 -  Fluid Systems
 -  Heat Systems
 -  Electrical Systems
 -  [Technology Fundamentals Vocabulary Builder](#)





[-] ●  **Basic Skills for the Real World**

- [-] ●  Basic Skills-Joe Moves Up
- [-] ●  Basic Skills-KC Makes Choices
- [-] ●  Basic Skills-Linda's New Start
- [-] ●  Basic Skills-Linda Day By Day
- [-] ●  Basic Skills-Duc and Linh
- [-] ●  Basic Skills-New Challenges
- [-] ●  Basic Skills-Grace U/ Pressure
- [-] ●  Basic Skills-Amazing Grace



[-] ●  **Communication Skills**




- [-] ●  Interpersonal Communication
- [-] ●  Small Group Communication
- [-] ●  Presentations


[-] ●  **Data Skills for Today**






- [-] ●  Reading Graphical Data
- [-] ●  Computing Graphical Data
- [-] ●  Reading Complex Charts and Graphs
- [-] ●  Constructing Graphs and Charts






[-]  **IN ISTEP 10th Grade Mathematics Learning Path**
[-]  [IN ISTEP 10th Grade Mathematics Learning Path Build 3.0](#)

-  Algebra I
-  Algebra II
-  Geometry


[-]  **IN ISTEP Algebra I ECA Learning Path**




-  Solving Linear Equations and Inequalities
-  Graphing and Interpreting Linear and Non-linear Relations
-  Systems of Linear Equations and Inequalities
-  Polynomials
-  Solving and Graphing Quadratic Equations

[-]  **IN ISTEP English 10 ECA Learning Path**




-  Reading Comprehension
-  Writing Applications

[-]  **IN ISTEP English Language Arts Learning Path**

[-]  [IN ISTEP English Language Arts Learning Path Build 2.0](#)

-  Reading
-  Writing
-  Listening and Speaking

[-]  **Job Skills for the Real World**

-  Jobs 1- Which Job for Me?
-  Jobs 2- Choosing the Right Job
-  Jobs 3- The Job Hunt

Attachment 2, part 5 - Example of Extended Resources available for PLATO courses:

Related Resources and Extensions

Pre-Algebra, Semester I

The resources below provide further information, opportunities for investigation, and extension ideas. They are organized by activity and content type.

Unit I: Whole Numbers

Understanding Place Value: Millions, Billions, and Beyond

- <http://www.mathcats.com/explore/reallybignumbers.html>

Estimation Basics

- http://www.numbernut.com/advanced/estimate_intro.shtml
- <http://teachingtreasures.com.au/maths/decimalsk-3/rounding-decimals2-3.htm>

Adding Multi-Digit Numbers

- http://www.themathpage.com/ARITH/Ar_Pr/add2.htm
- <http://www.edhelper.com/math/sg3digit604.htm>

Subtracting Multi-Digit Numbers with Consecutive Regrouping

- <http://www.321know.com/sub38gx1.htm>

Subtracting across Zeros

- http://www.math-drills.com/subtraction/subzeros236_019.pdf
- <http://www.kwiznet.com/p/takeQuiz.php?ChapterID=275&CurriculumID=3>

Multiplying a 2-Digit Number by a 2-Digit Number

- <http://mathforum.org/k12/mathtips/two2digit.multiply.html>
- <http://www.brainpop.com/math/numbersandoperators/multiplication/>

Dividing by a 2-Digit Number

- <http://www.vectorkids.com/vkdivisible.htm>
- <http://www.lexington1.net/technology/instruct/ppts/mathppts/number%20operations/2%20Digit%20Division.ppt>
- <http://www.aaamath.com/g6-55-div4x2.html>

Using the Commutative Property of Addition

- <http://home.europa.com/~paulg/mathmodels/commutative.html>

Using the Associative Property of Addition

- <http://home.europa.com/~paulg/mathmodels/associative.html>

Using the Commutative Property of Multiplication

- <http://home.europa.com/~paulg/mathmodels/commutative.html>

Using the Associative Property of Multiplication

- <http://home.europa.com/~paulg/mathmodels/associative.html>

Using the Distributive Property of Multiplication over Addition

- <http://home.europa.com/~paulg/mathmodels/distributive.html>
- <http://www.purplemath.com/modules/simparen.htm>

Solving Addition and Subtraction Story Problems

- <http://www.mathplayground.com/M13D04.html>

Solving Multiplication Story Problems

- http://www.thinkingblocks.com/ThinkingBlocks_MD/TB_MD_Main.html

Solving Division Story Problems

- http://www.thinkingblocks.com/ThinkingBlocks_MD/TB_MD_Main.html

Unit 2: Fractions

Proper Fractions and Improper Fractions

- <http://www.mathsisfun.com/improper-fractions.html>

Finding Equivalent Fractions

- <http://www.321know.com/fra35cx2.htm>
- <http://www.themathpage.com/ARITH/equivalent-fractions.htm>
- http://www.edhelper.com/math/fractions_ft101.htm

Finding Factors and Prime Factors

- http://www.cimt.plymouth.ac.uk/projects/mepres/book8/bk8i2/bk8_2i1.htm
- <http://www.virtuescience.com/prime-factors.html>
- <http://www.brainpop.com/math/problemsolving/primefactorization/>

Greatest Common Factors

- <http://www.aaamath.com/g72b-grt-com-fac.html>

Simplifying Fractions

- <http://www.visualfractions.com/LowestCircle.html>
- <http://www.mathsisfun.com/simplifying-fractions.html>

Finding Common Multiples and the Least Common Multiple

- <http://www.aaamath.com/fra66i-lcm.html>
- <http://www.helpwithfractions.com/least-common-multiple.html>

Working with Common Denominators and the Least Common Denominator

- <http://www.aaamath.com/fra66j-lcd.html>
- <http://www.mathsisfun.com/least-common-denominator.html>

Comparing Fractions

- <http://www.themathpage.com/ARITH/compare-fractions.htm>

Ordering Fractions

- http://www.edhelper.com/math/fractions_tg602.htm
- <http://www.primaryresources.co.uk/online/fractions.swf>

Adding and Subtracting Fractions: Unlike Denominators

- <http://www.jamit.com.au/htmlFolder/FRACTION007.html>
- <http://www.brainpop.com/math/numbersandoperators/addingandsubtractingfractions/>

Multiplying Two Fractions

- <http://www.aaaknow.com/fra66mx2.htm>
- <http://www.jamit.com.au/htmlFolder/Fraction008.html>

Dividing a Fraction by a Fraction

- <http://www.visualfractions.com/divide.htm>
- <http://www.helpwithfractions.com/dividing-fractions.html>

Solving Fraction Story Problems

- <http://www.edhelper.com/math/fractions101.htm>

Unit 3: Decimals

Comparing and Ordering Decimals

- <http://www.aaaknow.com/dec.htm#topic27>

Relating Decimals, Fractions, and Mixed Numbers

- http://www.learner.org/channel/courses/learningmath/number/session7/part_b/index.html

Rational and Irrational Numbers

- http://www.studyzone.org/mtestprep/math8/a/rational_irrational71.cfm

Adding and Subtracting Decimals

- <http://www.shoreline.edu/callab/GED/Decaddsub1.htm>

Multiplying Decimals

- <http://www.coolmath.com/decimals/08-decimals-multiplying.html>

Unit 4: Ratios and Proportions, Percents, and Measurement

Relating Fractions, Decimals, and Percents

- <http://www.purplemath.com/modules/percents.htm>
- http://www.harcourtschool.com/activity/con_math/g05c28.html

Percent Increases and Decreases

- <http://www.themathpage.com/ARITH/percent-increase-or-decrease.htm>

Solving Problems with Percents

- <http://www.purplemath.com/modules/percntof.htm>
- <http://www.saab.org/mathdrills/percent.cgi>

Equivalent Ratios

- http://www.harcourtschool.com/activity/con_math/g05c27.html

Solving Proportions

- <http://www.quia.com/rr/199376.html>

Length

- <http://onlineintervention.funbrain.com/measure/index.html>

Capacity

- <http://www.harcourtschool.com/activity/elab2004/gr4/17.html>

Learner Daily Usage Reports

1. Explanation
2. Resolution
3. What's Next
 - 3.1. What is the difference between Time on Task and Time on System in the report?
 - 3.2. How to calculate total Time on Task over a date range

Explanation

The Learner Daily Usage Reports monitor how much time Learners have been putting into activities for a selected assignment and also total time in the PLATO Learning Environment® (PLE) system per day for a specified date range (four months at a time per report). This report can be generated in either of two ways:

- By Learner: use this option if you want to generate a report for one Learner as they log in and out of PLE. It also tracks the amount of time the Learner spends in all of their classes and all of their assignments during a specified date range.
- By Class & Assignment: use this option if you want to generate a report for Learners' activity as they log in and out of PLE. It also tracks the amount of time each Learner spends on selected assignments for a class during a specified date range.

Note: The report by Class and Assignment only reports data for Learners who have PLE usage for the date range specified. If the Learner is not listed in the report, they had no PLE usage during the specified date range.

Account Administrators, Administrators and Instructors can generate both Learner Daily Usage Reports.

Note: Both reports include all log in and log out information for the specified date range. They are updated when Learner(s) log out of PLE. Generating the reports while Learner(s) are logged in will not show up to date time frames.

Resolution

For detailed information about Curriculum Reports available in PLE, please refer to the Curriculum Reports Reference and PLE User Guides:

What's Next

Mastery tests will show as In Progress with no score if:

- Learner starts the mastery test but does not complete it.
- Learner completes the mastery test but does not score 80% or better.

What is the difference between Time on Task and Time on System in the report?

On the Learner Daily Usage Report and other reports, Time on Task refers to time spent by the Learner in activities; each activity session begins at the Start Time and ends at the End Time. The total Time on Task is shown once for each date on the Daily Usage Report, along with the Time on Task for each individual activity the Learner worked on.

Time on System counts all of the time from the Login Time (when Learner logged in to the system) to Logout Time (when Learner logged out of the system). The Learner may or may not have been running activities during all of the system session, so the sum of the Time on Task during a system session may be less than the Time on System for that session. When a student launches an activity and goes inactive for 2 hours, the session will time out, whereas the actual time logged into the user interface will time out after 1 hour of inactivity. The same thing will occur if a learner does not properly exit the activity. This will result in Time on System being reported as more time than learner(s) are actually on the system. On the Learner Daily Usage report, the Time on System is shown once for each date on which the Learner logged, even if the Learner logged in and out more than once on that date. The Time on System is the sum of the length of all system sessions for that date for that Learner.

Note: There may occasionally be a difference of one second between the total Time on Task and the individual time for the activities because of rounding; the same applies for Time on System.

If the report displays "The learner did not launch any activities during this login" for a Learner, but you know that the Learner did, in fact, work on one or more activities during that session, it is possible that the Learner exited the activities improperly.

How to calculate total Time on Task over a date range

Use both of the Learner Daily Usage Reports to get the total time on task and total time on system. Because the reports display daily usage data, the information they provide may vary depending on the date range selected when running them. By default, they provide data for the past 30 days, but can be run for up to four months at a time per report.

For best practices, change the date range to the start date of the assignment when generating the report by Class and Assignment. For the by Learner report, change the date range to the date the Learner started the assignment.

Attachment 4

The Education Program

The education program of The Kaizen Academy is driven by the need for learners to earn at least 42 high school credits, enabling them to meet the criteria for either a General or a Core 40 diploma.

The Kaizen Academy, given the nature of the population it will serve, will not have a standardized school year in terms of credit offering compared to conventional schools. Each student will be coming in with different courses completed and will need to make a choice as to what type of diploma he will seek. Each student will be able to take courses at his own speed and in the sequence that best fits his learning style.

It is anticipated that most students will be satisfied with a General diploma; which requires 42 credit hours of courses but has fewer requirements for specific courses than does the State's default, the Core 40 diploma.

The requirements for a General Diploma are:

8 credit hours in English; 4 credit hours in math (including Algebra 1-1 and Algebra 1-2); 4 credit hours in science (including Biology 1-1 and Biology 1-2); 4 credit hours in social studies; 2 credit hours in Physical Education; 1 credit hour in health; 6 credit hours in the career academic sequence; 5 credit hours in flex credits; 8 credit hours in electives

The following example of a selection of course offerings for a school year is a construct; not a standard:

English 12-1, English 12-2, Economics, Government, Physical Education 1-1(Aikido), Physical Education 1-2 (Jodo), Computer Applications and Technology, Integrated Chemistry and Physics, Algebra 1-1, Algebra 1-1, Computer Repair and Maintenance Technology

In order to graduate a student will be required to successfully pass the required End Of Course Assessments or qualify for a waiver. As a consequence of taking these courses the learner will acquire the skills and knowledge required to obtain employment, enroll in higher education, or join the armed services.

The education program of The Kaizen Academy is based on an essential understanding: the singularly greatest obstacle for most students who have failed to reach high school graduation is their attitude about themselves, their lack of trust that the future will be better and their belief that being part of a process of learning new skills and knowledge is an unimportant thing.

What frustrates and impedes these learners is not their inability to solve algebraic equations but rather lack of trust in the fact that they can make incremental improvements in their life that will have long-term significance and meaning.

One characteristic of urban educational settings is a preponderance of concrete learners with a consequent inability to defer gratification as it relates to abstractions - such as success in a job being equivalent to academic achievement.

There is a natural dissonance, therefore, between the conventional goals of schools and the learning needs of its consumers.

Most of the students that constitute the proposed audience of The Kaizen Academy have seen little evidence to suggest to them that putting in time and effort to acquire an education will have any significant effect on their capacity to do anything practical (such as to earn a living or raise a family). Despite their previous negative experiences the Academy's students are giving things a second chance. Consequently, The Kaizen Academy must do something differently than the approaches conventional schools have used in the past with these learners that has failed to help them make progress and accomplish their goals.

Conventional schools have struggled for decades to increase the objective scores on standardized tests of students in English and math. Little has changed, however, in the way the curriculum has been presented over the last 50 years.

Students are still expected to come to a building and sit quietly for 7 1/2 hours as an adult stands in front of them lecturing and directing paper and pencil-based learning activities. Technology has provided some new tools for teachers to use as they stand before a class and manage their students' attempts to satisfy the requirements for a more and more demanding and rarefied set of reading and mathematical exercises, but the essential teacher led classroom is still the norm in American education.

Even when courses are available to students that provide them with practical skills (such as metalworking, carpentry and auto mechanics) school districts, such as the Indianapolis Public Schools, often make participation conditional upon success in core academic courses (especially English and math). Classes that are concrete in nature and have a kinesthetic element are treated as rewards for being successful in abstract, paper and pencil-based courses; not as a valuable alternative educational process in and of itself.

Times have changed, however, notably, if not exclusively, in urban school settings. Many urban families are no longer the conventional nuclear family of the 60s and 70s. Many families in urban environments are single-parent families. Many of the single-parents have had poor experiences in traditional schools. For many of the graduates of urban schools there is little evidence, in the way of increased economic and social mobility, that their education made a positive contribution to their lives. Students no longer learn primarily from paper books and writing with crayon and chalk. Students today learn from watching television and participating in computer games, texting and emailing. Many students do not receive great deals of attention from adults that is based around activities such as reading books and playing learning games. Many of today's students are essentially self-taught in the acquisition of core academic skills and learning habits.

The Kaizen Academy Board and staff are committed to the understanding that simply improving learners' scores on tests is not enough. While the acquisition of new knowledge is important, The Academy's goal, from day one, is to provide its learners with a sense that what they do each day in school actually will matter to their future.

The Academy will provide learning opportunities through engagement in socially useful projects, the acquisition of physical skills and exposure to core academic studies using a mastery based, and learner friendly, computer delivered curriculum.

These different curriculum delivery strategies will enable the Academy to engage learners in a variety of instructional modalities ranging from the cognitive to the kinesthetic.

Many survivors of urban schools are also enmeshed in the culture of fear and violence that permeates our society. These learners give proof to the axiom, "You ain't paranoid if someone really is after you."

A few years ago the proposed Lead Administrator of The Kaizen Academy was conducting a small group discussion around the topic of gun violence in the city. Out of a group of seven young men between the ages of 16-17 THREE had been shot and wounded. One of the 16 year olds had been shot three times on two different occasions. Moreover, this was not teen hyperbole. In the tradition of President Lyndon Johnson all of the young men showed their scars to the class.

The importance of this example is to demonstrate that these young men aren't simply 'discouraged' or "paranoid". Someone really is out there trying to kill them.

People have natural instincts that drive them to freeze, flee or fight when placed into a threatening situation. Many of the dropouts from the Indianapolis Public Schools, whom members of the Founding Group have worked with over the years, live in a near constant state of threat. They know "freezing" won't protect them and, all too often, running away is a very poor survival decision; so they fight. They fight physically and they fight emotionally; but they are always fighting.

Fear doesn't lend to good cognitive skills development or the exercise of good judgment. It just helps a person stay alive.

The introduction of the non-aggressive martial art of Aikido into the IPS curriculum over ten years ago was done as an experiment to see if an option to fighting was introduced to young people would it allow them to establish a sense of security in potentially threatening situations (such as the typical school environment) that might reduce their need to default to a violent response. After years of watching young men and women practice this art and noting that not one of them participated in violent acting out, the experiment was deemed a success.

The Kaizen Academy incorporates this same practice into its educational program because we have seen it work. We have seen people make better decisions and to be able to articulate that their study of Aikido was the reason.

We choose to engage the learners of The Kaizen Academy in this study to provide them an opportunity to understand that other options to fighting exist when presented with a potential threat. We also choose to provide training in Aikido and Jodo because the very nature of learning those arts is a living, breathing example of Kaizen. Neither Aikido nor Jodo is an easy study. Both arts challenge the learner to accept small, incremental degrees of improvement. Demonstrations from experienced practitioners show what is possible if tenacity and diligence are committed to.

The rewards for such commitment are several. First, the practice provides a good physical outlet for stress and anxiety. Second, extended practice develops skills that learners can see might save their lives. Third, the studies create a sense of self confidence and pride that are seldom experienced in a formal school environment. Fourth, the movements and forms are acts of artistry and beauty in and of themselves.

Our educational program also makes use of Service Learning and Project-based learning. Both of those learning and teaching activities engage learners in applied, active, hands on experiences that expands their social skills, improves their abilities to communicate and cooperate in a work group, develops good leadership and participant skills and provides a mechanism to “give back” to their community.

The purpose of the educational program of The Kaizen Academy is surely to improve the academic skill sets of its learners. The Academy believes that the way to facilitate such success is not primarily through academic courses, however. To engage urban dropouts requires some concrete methods to help them feel safer, more confident, more cooperative and to change their hearts to embrace the belief that they can improve their lives - through small and incremental improvement.

The Kaizen Academy Daily and Weekly Schedule*

* The classes in this schedule are a singular example.

In practice classes rotate weekly in a given time slot so that all learners are provided access to all teachers during their scheduled Computer Lab sessions.

Open Times		Required Times		Open Times	
Monday					
Time	Computer Lab	Electives & Martial Arts		Online	Lunch
10-11:10AM	Science	Electives -- T4,		Math	Math, Science Math, Science English, Social Studies Eng., Soc. Studies leave
11:10-12:20PM	Math	Aikido -- LC1, C1	Jodo -- LC2	Science	
12:20-1:30PM	English	Computer	Lab	Social Studies	
1:30-2:40PM	Social Studies	Electives - T4	Electives-- C2	English	
2:40-3:10PM	Science	Aikido -- LC2, C1	Jodo -- LC1	Math	
3:10-4:20PM	English	Computer	Lab	Social Studies	
4:20-5:30PM	Math		Electives -- T4	Science	
5:30-6:30PM				English, Social Studies	
6:30-7:30PM				English, Social Studies	
7:30-8:30PM				English, Social Studies	

Tuesday					
Time	Computer Lab	Electives & Martial Arts		Online	Lunch
10-11:10AM	Science	Electives -- T4,		Math	Math, Science Math, Science English, Social Studies Eng., Soc. Studies leave
11:10-12:20PM	Math	Aikido -- LC1, C1	Jodo -- LC2	Science	
12:20-1:30PM	English	Computer	Lab	Social Studies	
1:30-2:40PM	Social Studies	Electives - T4	Electives-- C2	English	
2:40-3:10PM	Science	Aikido -- LC2, C1	Jodo -- LC1	Math	
3:10-4:20PM	English	Computer	Lab	Social Studies	
4:20-5:30PM	Math		Electives -- T4	Science	
5:30-6:30PM				English, Social Studies	
6:30-7:30PM				English, Social Studies	
7:30-8:30PM				English, Social Studies	

Wednesday

Time	Computer Lab		Online	Lunch
10-11:10AM	Science	Electives -- T4,	Math	Math, Science English, Social Studies Eng., Soc. Studies leave
11:10-12:20PM	Math	Aikido -- LC1, C1	Science	
12:20-1:30PM	English	Computer	Social Studies	
1:30-2:40PM	Social Studies	Electives - T4	English	
2:40-3:10PM	Science	Aikido -- LC2, C1	Math	
3:10-4:20PM	English	Computer	Social Studies	
4:20-5:30PM	Math		Science	
5:30-6:30PM			English, Social Studies	
6:30-7:30PM			English, Social Studies	
7:30-8:30PM			English, Social Studies	

Thursday

Time	Computer Lab		Online	Lunch
10-11:10AM	Social Studies	Electives -- T4,	English	English, Social Studies Math, Science Math, Science leave
11:10-12:20PM	English	Aikido -- LC1, C1	Social Studies	
12:20-1:30PM	Math	Computer	Science	
1:30-2:40PM	Science	Electives - T4	Math	
2:40-3:10PM	Social Studies	Aikido -- LC2, C1	English	
3:10-4:20PM	Math	Computer	Science	
4:20-5:30PM	English		Social Studies	
5:30-6:30PM			Math, Science	
6:30-7:30PM			Math, Science	
7:30-8:30PM			Math, Science	

Friday

<i>Time</i>	Computer Lab		Online	Lunch	
10-11:10AM	Social Studies	Electives -- T4,	English	Lunch	
11:10-12:20PM	English	Aikido -- LC1, C1	Jodo -- LC2		English, Social Studies
12:20-1:30PM	Math	Computer	Lab		Math, Science
1:30-2:40PM	Science	Electives - T4	Electives-- C2		Math, Science
2:40-3:10PM	Social Studies	Aikido -- LC2, C1	Jodo -- LC1		Math, Science leave
3:10-4:20PM	Math	Computer	Lab		
4:20-5:30PM	English		Electives -- T4		
5:30-6:30PM			Social Studies		
6:30-7:30PM			Math, Science		
7:30-8:30PM			Math, Science		

The Kaizen Academ

July						
S	M	T	W	T	F	S
	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			

October						
S	M	T	W	T	F	S
		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		

August						
S	M	T	W	T	F	S
				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

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	29
24	25	26	27	28	29	30

September						
S	M	T	W	T	F	S
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						

December						
S	M	T	W	T	F	S
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				
30						

Teacher in service days

40

43

Leavers in school days
Saturday 1/2 Days
Session Breaks
National Holidays

5
8

9

Year Calendar - 2013-2014

January						
S	M	T	W	T	F	S
			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	

February						
S	M	T	W	T	F	S
						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	

March						
S	M	T	W	T	F	S
						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					

April						
S	M	T	W	T	F	S
		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			

May						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
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					

5
10

10	20 In-service days
10	37 1/2 days (18 1/2 days)

Attachment 6

Admissions Policy

After The Kaizen Academy's application for a charter has been approved, the school will implement a **recruitment campaign** which will continue through the application period. The Academy plans to market itself in Marion County by reaching out to both potential learners and others who would come in contact with potential learners. Direct outreach would include community meetings in different locations, local media spaces and a website. Indirect outreach would include literature and information to area churches, Ivy Tech, the state employment agency, the criminal justice system, homeless shelters, and appropriate contacts by Board members.

Except for the first year admission, The Kaizen Academy would ask to use the same model for admissions that the Excel Center, an Indianapolis Mayor's Office charter school, uses; admissions will be on a "first come/first served" basis driven by an applicant's position on a Wait List. The Excel Center has been in existence since 2010 and this procedure has proven very successful for them. It is tailored to fit the same demographic that The Kaizen Academy is; predominantly adult learners who have withdrawn or dropped out of traditional high schools. The process is responsive to the anticipated attitudes of adults who are trying, perhaps for the final time, to take a positive step toward securing their chance to earn a high school diploma. These adults will likely understand the fairness of being put onto a Wait List based on their application date, but may become completely discouraged if asked to re-apply annually to a lottery with little expectation that "their number" will come up. Unlike youngsters, who by law have other options available to them if they fail to be selected in a lottery scenario, our adults have few options open to them if they make a decision to try again. Our intent as a school is to remove barriers to learners' success; not add to them.

Here is how the Excel Center describes its admission policy (taken directly from their website www.excelcenter.org):

Enrollment FAQ (ed. - emphasis ours)

*Q: How do I enroll? A: **You may enroll online**, insert a link to application **or call to request an application be sent by mail**. Link to "Contact us" page. After receiving your application, The Excel Center will send you an enrollment packet. Complete the enrollment packet and mail or deliver the packet back to any Excel Center location. Once your enrollment packet is processed, The Excel Center will contact you with dates for your iExcel orientation.*

*Q: What is the deadline to enroll? A: Enrollment in Excel Center programs is open year-round; however space is limited. Once any of the sites reach full capacity, future applicants are offered an opportunity to attend at a facility that has space available. **If there is no space available** at any of the other locations, **applicants are placed on a waiting list until an opening becomes available**.*

The Kaizen Academy's **initial application period** is a four-month period from Jan. 1 through April 30, 2013, at 5:00 PM EST. All application forms will have a selection card generated with

unique information and the card will be placed into a locked receiving device (e.g, a spherical cage that can be revolved to ensure random selection or a large box of sufficient size to permit “shuffling” of the cards within).

On the 1st of May a lottery will be held to select the first 300 students to the Academy. The drawing will be conducted in a public location (such as a library or civic building) by a person not a member of the staff or Board of Directors of the school. All applications will be placed, as they are randomly drawn, onto a Master List.

The first 300 names on the list will constitute the first set of Accepted Applicants. All other applicants, in order of selection, beginning at the 301st name will then constitute the Wait List.

The only exception to this process will be a selection priority given to a father, son or brother of an Accepted Applicant, who has also applied for admission. In that situation the relative(s) will also be enrolled in the school. If that relative bumps a previously Accepted Applicant, that bumped Applicant will be placed at the top of the Wait List.

After the 1st of May lottery all new applications will be placed, in the order received, at the bottom of the existing Wait List.

In the second and ensuing school years, applicants will be accepted dependent upon their position on the Wait List, as vacancies in the school arise.

In the event that the father, son or brother of an enrolled learner applies to the school, he will be put at the top of the Wait List, after those with a similar exception who have applied earlier. In the event that an applicant is on the Wait List and his father, son or brother applies after him, that father, son or brother’s application will be placed on the Wait List just below their relative.

If a learner withdraws for any reason during the first year his position will be offered to the next learner on the Wait List. Given the nature of the delivery mechanism for core electives, this replacement strategy should not provide a difficulty for scheduling purposes. The Sempai/Kohai relationship will facilitate new learners being assimilated into the martial arts courses and the other elective course processes.

The Wait List will be used to select learners to bring the school enrollment up to its full capacity.

Recruitment efforts will be driven by the number of learners on the Wait List.

The Enrollment and Notification Process: Every interested applicant will complete an Intent to Enroll form and submit it by mail or online. Once the school facility is open, applications can be filled out at the school. All applications will be entered into a database file. After the receipt of any application, The Kaizen Academy will contact the applicant by phone or email to answer any questions he might have, to notify him of orientation meetings, or set up individual meetings to get more information about the school. The Kaizen Academy will accept applications for open enrollment until 5:00 PM on April 30th, the last day of the enrollment period.

Preferences: As noted above, preference will be given to brothers, sons and fathers of admitted learners, who have also applied to the school.

Notification: The Kaizen Academy will notify all learners who have been selected for enrollment as well as those who are on the Wait List. Accepted enrollees will be given a unique identifier they can use to confirm their enrollment. This notification will be delivered in three ways: 1) an acceptance letter will be sent, within 3 business days of the lottery, by US Post to the address indicated on the application form; 2) a telephone call will be placed to the phone number on the application that identified where a message can be left for an applicant; 3) after the announced day of enrollment approvals a prospective applicant can contact the Academy to confirm their status. They will use a unique identifier they supplied on their enrollment form. Each chosen applicant will be informed that he will have seven (7) calendar days from the post mark of the notification to accept his space at The Kaizen Academy. The applicant will also be informed that if he does not accept the space within that seven day period, his space will be offered to the first learner on the Wait List. Acceptances can be delivered in person, over the phone or via email.

Withdrawals: If a learner indicates, in writing, that he is withdrawing from the school, that will be noted in his record. If the learner has significant, unexplained absences from the school, The Kaizen Academy will make efforts to contact the learner to determine his status. If the withdrawal is officially submitted, or if three separate communications, each spaced seven calendar days apart, meet with no response, the learner will be considered withdrawn and his space will be filled by an applicant on the top of the Wait List.

Re-enrollment: Re-enrollment during the same academic year will be approved at the discretion of the Lead Administrator. Re-enrollment in following academic years will be subject to the applicant's position on the Wait List.

Pre-admission activities: On numerous occasions during the open admissions period, presentations about The Kaizen Academy's program will be conducted in either public locations, such as libraries or civic organizations, or at the school itself. Potential applicants will be strongly encouraged to come to these presentations so that they will have the most information available to them to shape their decision to apply to the school.

Participation in presentations will not be mandatory, but the importance of them will be communicated during recruitment activities and on recruitment literature.

Post Admission activities: An essential element of the Academy's program is the creation of a Personal Education Plan (PEP). In the admission letter sent to accepted applicants will be a requirement that they schedule an appointment and come to the school during a specified range of days, prior to the start of classes. The purpose of the appointment will be for the learner to take a series of assessment tests and questionnaires to enable the creation of the PEP. If a learner fails to make, or attend, the appointment, without rescheduling or communication with the school, they will forfeit their admission acceptance and the next learner on the Wait List will be contacted.

Kaizen Academy Discipline Policy

The Kaizen Academy believes in a proactive and restorative approach to discipline. Our staff is committed to working with each learner to help them be the best learner and person that they can be. This is done through relationship building, community projects, self-development activities and non aggressive martial arts practice, all of which are incentives for positive behavior. Learners will have opportunities to build positive relationships with their peers and school staff to support their goal of obtaining a high school diploma.

We believe that our learners take their work at the Kaizen Academy seriously and with pride. If a learner is having difficulty following school expectations, a peer jury will be convened to determine appropriate penalties and how that learner will make reparations for his actions. Consequences will be determined on a case-by-case basis by the peer jury working in conjunction with school staff members.

We are committed to working with each learner to help him make positive choices. If a learner does harm – either physical or emotional -- to another learner or staff member or engages in unlawful activity that interferes with school activities, suspension or expulsion may be considered, depending on the severity of the incident.

We will establish a peer jury system. This model of restorative justice calls for a group of trained learner jurors to determine the consequence for infractions and allows for learners to make amends for these infractions. Any learner in the school will be able to apply to sit on the jury and will receive training to fully understand his role. Peer juries are being used across the world in schools and communities with great success. The peer jury model will be used if a learner breaks school conduct expectations that have been established by the learners and staff (ex: breaking a school rule, cheating, improper language or behavior). Our school will be made up of learners that have chosen a second chance at a high school education for themselves, and we expect that they will take this opportunity seriously. To that end, a peer jury will be called at any point that an expectation is broken. Learners will work together to determine how their peer will make reparations for the broken rule.

Situations may arise that would not be appropriate for the peer jury. In these cases, the Lead Administrator and staff would determine and/or carry out the consequence for an offence.

In accordance with Indiana Code 20-33-8-15, a learner may be suspended or expelled for engaging in unlawful activity on or off school grounds if: (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or (2) the learner's removal is necessary to restore order or protect persons on school property.

As defined in Indiana Code 20-33-8-16, a learner who is identified as bringing a firearm or destructive device to school or on school property, or is in possession of a firearm or destructive device on school property, must be expelled for at least one (1) calendar year, with the return of the learner to be at the beginning of the first school semester after the end of the one (1) year period.

The Lead Administrator, in collaboration with the Board, may, on a case-by-case basis, modify the period of expulsion for a learner who is expelled under this section. A learner with disabilities

(as defined in IC 20-35-7-7) who possesses a firearm on school property will be subject to procedural safeguards under 20 U.S.C. 1415.

Possible suspension or expulsion due to other instances of learner misconduct or substantial disobedience would be taken on a case-by-case basis. The peer jury, working with staff, would hear many of these cases, and consequences would be given only after careful deliberation. Again, cases against any learner with a disability would be subject to the procedural requirements of 20 U.S.C. 1415.

In accordance with Indiana Code 20-33-8-18, in cases of possible suspension the Administrator may not suspend a learner before the learner is afforded the opportunity to meet and is presented with a written or oral statement of charges against the learner, a summary of evidence, and an opportunity to explain his conduct. If a learner is facing expulsion, the Academy will issue notice, through certified mail or personal delivery, of the right to appear at the expulsion meeting and follow the criteria outlined in Indiana Code 20-33-8-19.

For those learners with Special Education IEPs all statutory requirements for conducting Manifestation Determinations, Suspensions and Expulsions will be dealt with in a manner consistent with the provisions of the IDEA and described in the regulations found in 34 CFR 300.530.

Appeals of expulsions are described in state law under IC 20-33-8-19. They permit a governing body of a charter school to vote to NOT hear appeals of expulsions. The AikiConcepts Board will not avail itself of that option.

All members of our school community deserve the right to be heard.

If the learner (or the parents of a learner who is under the age of 18 years) makes a written appeal to the AikiConcepts Board of Directors, not later than ten (10) days after receipt of a notice of action taken (delivered by person or via certified mail), the Board shall hold a meeting to consider the written summary of evidence presented at the hearing and listen to the arguments presented by the Lead Administrator and the learner (or the learner's parent).

The Board will then take whatever action it finds appropriate.

It is also the policy of the Academy that any learner (or learner's parent) who fails to request and appear at an expulsion meeting, after receipt of the notice of their rights has been delivered, forfeits all rights administratively to contest and appeal the expulsion.



3/30/2012

To whom it may concern,

Crossroads of America Council, Boy Scouts of America, and its affiliate Learning for Life Career Exploring program formally commit to serving as a partner in education for the proposed Kaizen Academy.

The mission of Learning for Life/Exploring is “to develop and deliver engaging, research based academic, character, leadership and career focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.” The Career Exploring program connects high school age students to local partnering businesses where students gain hands on knowledge in the chosen career path.

We commit to providing positive opportunities to students at the Kaizen Academy through career discovery, and connecting them to local businesses led by people of high character. Over 30 Explorer Posts exist in the Indianapolis area, and students will be provided the ability to gain valuable hands on experience with businesses in twelve career clusters consisting of: law enforcement, fire and emergency services, engineering, health, science, and more.

Please accept this letter as a commitment of our dedication to serving the future students of Kaizen Academy, and assisting them to reach whatever goals they may have for themselves. We believe that the schools’ focus areas of: character and values development, job and career readiness, and academic accomplishment align directly with our mission, and will allow students to see what it means to be a professional in a chosen career, a person of high character, and most importantly a good citizen.

If you have any questions, or require further information about the Exploring program, please visit: <http://exploring.learningforlife.org> or contact us at: (317) 813-7125. Attached is a current list of partnering businesses in the Indianapolis community.

Sincerely,

Scott Clabaugh
Scout Executive

Encl.

Scout Education and Program Center
7125 Fall Creek Road North
Indianapolis, IN 46256
317-813-7125
www.crossroadsbsa.org

Anderson Scout Center
1420 E. Tenth St.
Anderson, IN 46012
765-644-6887

Hagerstown Scout Center
199 S. Plum St.
Hagerstown, IN 47346
765-489-4552

Muncie Scout Center
3400 E. Jackson St.
Muncie, IN 47303
765-288-0223

Terre Haute Scout Center
501 S. 25th St.
Terre Haute, IN 47803
812-232-9496



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Real-World Career Experiences Exploring®

Get involved in a Career Explorer Post Today!

Career Field	Post #	Sponsoring Organization	Post Advisor	Phone #	E-mail Address
Business (General)	642	Eli Lilly & Company	Mr. Kevin Henderson	(317) 276-1582	Henderson_kevin_l@lilly.com
Engineering (Architecture)	334	Browning Day Mullins Dierdorf	Mr. Stephen Hoersten	(317) 635-5030 X 364	shoersten@bdmd.com
Engineering (General)	393	Eli Lilly & Company	Mr. David Alms	(317) 276-1969	Alms_david_c@lilly.com
Engineering (General)	475	Raytheon Technical Services Co.	Mr. Chuck Jordan	(317) 306-3968	Charles_w_jordan@raytheon.com
Engineering (Architecture)	898	BSA Lifestructures	Mr. Josh Haywood	(317) 819-2354	jhaywood@bsalifstructures.com
Fire & Emergency Services (General)	88	Wayne Township Fire Department	Mr. Ted Moore	(317) 538-8833	Ted.moore@wayne.twp.org
Fire & Emergency Services (General)	91	Fishers Fire Department	Mr. Ron Lipps	(317) 595-3200	lippsr@fishers.in.us
Fire & Emergency Services (General)	416	Central 9 Career Center	Mr. Dale Saucier	(317) 534-9024	dsaucier@wrtfd.org
Fire & Emergency Services (General)	503	Indianapolis Fire Department	Mr. Kevin Givens	(317) 327-6074	Givens.kevin@indy.gov
Fire & Emergency Services (General)	618	Greenwood Fire Department	Mr. Adam Arkins	(317) 882-2559	arkinsa@greenwood.in.gov
Fire & Emergency Services (General)	794	Avon Fire Department	Mr. Dan Mechuta	(800) 229-9256 X1062	dmechuta81@aol.com
Fire & Emergency Services (General)	2012	Bargersville Fire Department	Mr. Joe Campbell	(317) 714-5733	jcampbell@bcfd.net
Fire & Emergency Services (General)	2021	Cicero Fire Department	Mr. David Plummer	(317) 902-3302	dplummer@cicerofire.org
Fire & Emergency Services (General)	4416	J. Everett Light Career Center	Chief Jeff Hayes	(317) 2595265	jhayes@msdwt.k12.in.us
Health (General)	6	St. Vincent Health (Carmel)	Ms. Joanne Burfeind	(317) 844-8144	joanne.burfeind@indy.rr.com
Health (General)	21	Indiana University Health (Methodist)	Ms. Chris Greer	(317) 337-5133	cgreer@iuhealth.org
Health (Nursing)	76	Indiana University Health Nursing	Ms. Whitney Mucha	(317) 962-2600	wmuch@iuhealth.org
Health (Pharmacy)	645	Eli Lilly & Company	Ms. Megha Shah	(317) 651-6182	shah_megha@LILLY.COM
Health (Pharmacy)	774	Butler University College of Pharmacy	Mr. Darin Ramsey	(317) 310-4404	dramsey@butler.edu
Law Enforcement (General)	130	Noblesville Police Department	Officer Matt Johnston	(317) 776-6340	mjohnston@noblesville.in.us
Law Enforcement (General)	160	Lawrence Police Department	Officer Ralph Bridgeforth	(317) 491-3305	R.bridgeforth@hotmail.com
Law Enforcement (General)	317	J. Everett Light Career Center	Ginger Robertson	(317) 259-5265 X44083	grobertson@msdwt.k12.in.us
Law Enforcement (General)	382	Carmel Police Department	Greg Dewald	(317) 697-9501	gdewald@carmel.in.gov
Law Enforcement (General)	435	Indianapolis Police Department	Sergeant George Long	(317) 327-3187	L4234@indygov.org
Law Enforcement (General)	777	Plainfield Police Department	Lieutenant Jill Lees	(317) 838-3562	Jill.lees@plainfieldPD.org
Law Enforcement (General)	841	Johnson County Sheriff's Office	Major Duane Burgess	(317) 736-9155	Debbie.dore@comcast.net
Law Enforcement (General)	1978	Fishers Police Department	Officer Jamie Alvis	(317) 595-3300	alvisj@fishers.in.us
Science (General)	40	Eli Lilly & Company	Mr. Guy Hanson	(317) 433-9866	Hanson_guy_j@lilly.com
Science (General)	75	Eli Lilly & Company (Greenfield)	Mr. Dan Mowrey	(317) 277-4723	Mowrey_daniel_h@lilly.com
Science (Anthropology)	431	IUPUI School of Anthropology	Ms. Chris Glidden	(317) 274-8207	Kcglidde@iupui.edu



April 18, 2012

AikiConcepts
c/o Christopher Howey
7117 N. Olney St,
Indianapolis, IN 46240

Mr. Howey:

Drug Free Marion County is a not-for-profit organization that plans, promotes, implements and coordinates community efforts to prevent and reduce the abuse of alcohol, tobacco and other drugs among youth and adults.

We work with business professionals, law enforcement officials, parents, health care providers, educators, neighborhood leaders and others who care about the health and safety of our community.

Our organization is looking forward to working with The Kaizen Academy in their effort to provide both an academic education and a rich program of character education to young men that have not previously achieved success within conventional school environments.

Drug Free Marion County is in a position to help The Kaizen Academy connect to other supportive individuals and organizations within the county that can help them provide enriching, informative programming to their students and their students' families.

We can also assist in the development of staff training experiences and, by including The Kaizen Academy in our network of concerned citizens and organizations, facilitate Project and Serviced-based Educational opportunities for the school's students.

As the Academy's participation within the county's initiatives develops we can also make the school aware of funding and proposal initiatives that can enhance their programming.

The twin elements of education (the acquisition of information) and character (the positive exercise of that information) are critically important in reducing the devastating impact of substance abuse within our community.

Drug Free Marion County welcomes the opportunity to work with The Kaizen Academy to enhance the mission of both our organizations.

Sincerely,

Randy Miller
Executive Director



Elite Printing, Inc. is what many people would consider part of “Main Street”: a small, privately owned company with strong connections to local markets and a long time commitment to public service.

Elite Printing, Inc. has – and will continue to – support the efforts of The Kaizen Academy.

Our support has included both pro bono and low cost work for both printing and corporate design work.

We have also participated with the founding group in identifying potential collaborators and supporters.

Elite Printing, Inc. is committed to this relationship in the long term.

Strong communities provide the substance for our company’s future growth and prosperity. Strong schools help strong communities to exist. Strong schools also provide the workforce needed for small (and not so small) companies to conduct their work.

I have often said that I can train anyone to be a useful employee IF they have a set of basic academic skills AND, more importantly, a set of communication and cooperation skills.

I cannot honestly say that many of the potential employees I interview for work in our different locations have those MOST important skills – a willingness to work and a willingness to learn.

Schools, in my experience, have tried to teach people reading and math skills – but have done little to prepare them to be good employees and citizens.

I am interested in supporting The Kaizen Academy’s efforts because I’m interested in the future prosperity of my own company.

I believe this school’s approach to creating competent people with good attitudes is more important to my future than them creating scads of college graduates.

Elite Printing, Inc. will continue to work with The Kaizen Academy as a provider of goods and services. Additionally, we will be able to provide the Academy with connections and opportunities for projects and Service Learning assignments. If the right circumstances exist we will also look for opportunities for internships and job shadowing experiences.

From my position as a small business operator I see the need for new approaches for schools to take to help learners become better workers and citizens. I think The Kaizen Academy has very good ideas as to how to accomplish that. I want to be a part of that endeavor and will encourage others to support them as well.

Sincerely,

James Van Renterghem



2138 East 52nd Street • Indianapolis, IN 46205
317.257.2744 • fax 317.259.7352 • print@eliteprintingindy.com



Family Preservation Counseling & Consulting, INC.

"Protecting, Preserving, and Promoting Good Health"

April 13, 2012

Family Preservation Counseling & Consulting, Inc. (FPCC) is a not-for-profit outpatient mental health and alcohol and drug treatment program. FPCC is certified through the Indiana Department of Mental Health and Addiction Services to provide drug and alcohol services to both youth and adults.

At FPCC, we are privileged to have experience working with children, families, and individuals. In the areas of mental health, addiction treatment, life skills, and prevention, the FPCC staff has over seventy five years of experience.

Our goal is to preserve and/or restore the health of families through counseling, education, and community partnerships. Our commitment to meeting people at the point of their need is never ending and the number one priority of our organization. AT FPCC, we invest great effort and expect great results.

FPCC is able to provide alcohol and drug abuse prevention education and treatment to the students of Kaizen Academy. We have designed an Eight Hour Marijuana Education Program curriculum that targets youth who are struggling or experimenting with Marijuana and are at risk for expulsion or suspension due to their drug use and/or possession.

FPCC is excited to have the opportunity to partner with The Kaizen Academy in providing a positive change to the students and families.

Paul R. Ciesielski, Chief of Police
50 North Alabama Street
Indianapolis, Indiana 46204



**Indianapolis Metropolitan
Police Department
City Of Indianapolis**

Evelyn Dysarz D.C.
Board Chairperson
Aiki Concepts
7117 N. Olney St.
Indianapolis, IN 46240

The Indianapolis Metropolitan Police Department offers its support and partnership for the proposed 2013 opening of The Kaizen Academy.

The positive connection between public safety and educational achievement is essential to improve any neighborhood. Your proposed school focuses on key elements that contribute to a healthy community and an improved public safety profile:

- Educational excellence
- Career and workforce development
- Building positive, respectful self concepts and characters

Your focus on providing paths for young, adult males who have not yet earned a high school diploma is an admirable one. This demographic is one that appears often in Local, State and national crime statistics. It is highly desirable to find ways to aid the community by having more employable residents. Helping to ensure that the educated, work-ready individuals have attitudes, habits and ambitions to participate as productive, law-abiding citizens is extremely important.

Your idea to use the martial arts in a school as a vehicle for self improvement is a unique approach within the city. Martial Arts are certainly a well established mechanism for developing a sense of self confidence and respect for others. Public Safety exists to create an environment that is conducive to community development and security. Individuals within a community also need to feel a personal sense of safety and well being. Martial Arts that do not emphasize aggression or fighting, but rather focus on responsible civilian self defense should contribute to the overall endeavor to create a respectful, socially responsible citizen.

IMPD and The Kaizen Academy can work together to improve public safety in the neighborhoods of Center Township and to demonstrate that "Working Together Works". The Department is willing to work to help prepare both your staff and students to better understand the role of law enforcement in a community and the responsibility we share to see that our families, neighborhoods, city and State remain safe and healthy places to live.

Sincerely,

A handwritten signature in black ink, appearing to read "Bryan K. Roach", with a stylized flourish at the end.

Bryan K. Roach
Commander Southwest District
Indianapolis Metropolitan Police Department
551 N. King Ave.
Indianapolis, IN 46222



April 17, 2012

Re: Letter of Support for Kaizen Academy

To Whom It May Concern:

Ivy Tech Community College works closely with many schools throughout Indiana through both dual credit and college readiness programs. We welcome the opportunity to support The Kaizen Academy in their work to provide educational opportunities for an extremely at risk population in the Indianapolis area.

The Kaizen Academy holds many of the same core beliefs as Ivy Tech including the importance of sound and rigorous academic preparation at the secondary level being necessary to achieve useful and meaningful life goals. It is essential for adults in the 21st century to have a well developed set of skills and realistic expectations related to work and career. We are also aware that academic preparation is not the only requirement for success.

The unique pairing of historic Eastern traditions of the martial arts and kaizen with contemporary Western visions of the utility of a "hybrid" blend of computer delivered and face-to-face instruction can be a successful model for at risk youth. Our experience leads us to the same conclusion as the founders of The Kaizen Academy that attitude and character are irreplaceable elements in preparing students to achieve a stable economic and social future. This orientation appears to be at the heart of the Kaizen Academy philosophy.

The Academy will be the sole provider of core secondary credits and we will assist the staff in refining their curriculum to ensure a "seamless" transition between high school and post-secondary studies. Through our partnership with The Kaizen Academy, we can assist in providing opportunities for the Academy's students to become familiar with what is involved in post-secondary study. We can assist in training The kaizen Academy's staff regarding college readiness, provide opportunities for students to visit Ivy Tech campuses, articulate participation in dual credit courses such as IVYT 120 (our New Student Seminar) and coordinate the enrollment of selected students in specific Ivy Tech courses when the occasion is appropriate.

In conclusion, we look forward to a partnership with The Kaizen Academy. We are confident that continued collaboration will lead to additional opportunities being identified to insure the success of Kaizen Academy students. The K-12 staff of the Central Indiana Region of Ivy Tech Community College stands ready to assist in any way that we can.

Respectfully,

A handwritten signature in purple ink that reads 'Gary G. Pellico'.

Gary G. Pellico
Assistant Vice Chancellor
Academic Affairs

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, INDIANA 46208-5752
P: 317-921-4882



426 Springwood Drive – Carmel – IN - 46032

April 20, 2012

Dr. Christopher Howey
Kaizen Academy
7117 N. Olney Street
Indianapolis, IN 46240

Dear Dr. Howey,

Net Literacy formally commits to serving as a partner in education for the proposed Kaizen Academy.

Our programs provide computers to students, as students themselves repurpose and reimagine the computers while learning leadership, job skills, and life skills as they work together in teams. Digital literacy is an essential component of being job-ready and Net Literacy's student-created Internet safety and financial literacy content has been reviewed by the Indiana Department of Education and are used as a resource for Indiana school districts. During past programs, students have learned Dreamweaver and then been paired with dozens of nonprofit executive directors that were unable to afford an online presence and we collaboratively created websites together. Students have also storyboarded, scripted, produced, and edited over 175 original financial literacy videos that correlate with the IDOE's Financial Literacy Standards. Service learning is an important component of a holistic education, and Net Literacy student volunteers have taught computer and Internet skills to thousands of Hoosiers. Currently, students are producing 100 original Internet safety PSAs and short videos that use "straight talk" to communicate the importance of making good choices and decisions when online. We plan to establish a Net Literacy chapter at the Kaizen Academy to support Kaizen Academy students with computer technology and service learning projects.

Net Literacy is a student-managed nonprofit where students comprise 50% of the board of directors. We have increased digital literacy to over 170,000 individuals, donated more than 20,000 computers, and engaged 3,500 student volunteers. Net Literacy was commended in the European Union's Study on Digital Inclusion, three of its programs were cited by the FCC in the National Broadband Plan presented to Congress, and two American Presidents have honored our programs. Internet associations representing 270,000 Internet companies on six continents have endorsed our programs.

Net Literacy looks forward to collaborating with the Kaizen Academy and I would be pleased to further discuss our enthusiasm about what we believe will be an unusually effective charter school that focuses on an important population group. Please feel free to call me at 317-340-4011.

Respectfully,

Don Kent

Donald Kent
Chairman
Net Literacy
www.netliteracy.org



Developing Habits of the Heart, Mind and Voice
Desarrollando hábitos del Corazón, el Intelecto la Voz

July 29, 2012

Dear Application Review Team,

The School Project Foundation (SPF) was incorporated in 2011 to support the development of new schools that are responsive to the educational crises that is having tragic consequences on millions of students each year.

The *vision* of the School Project Foundation is to provide the supports necessary to create new schools that share our commitments to social justice, educational equity and educating for environmental sustainability.

The *mission* of The School Project Foundation is to provide a rich array of services to support the creation and implementation of new, just, and equitable schools in Indiana, throughout the country, and overseas.

When Dr. Chris Howey first approached me to support his thinking about his extraordinary school design I was immediately impressed by the holistic response to a student population that has been failed by the system.

The Kaizen Academy's approach of integrating non-aggressive martial arts and culture, a rigorous blended model of digital learning, and the daily professional support services to each student creates a powerful dynamic that is unlike any other school design that I know of or have read about.

The fact that this is not just a remarkable idea but that it has a proven track record with students who were facing so many of the struggles that The Kaizen Academy students will have encountered, demonstrates the tremendous power and potential of this school design.

There are literally thousands of young men in Marion County that must learn self-mastery and self-discipline that Kaizen offers if they are going to be able to have a successful life.

The School Project Foundation will provide any support necessary to ensure the success of this school.

Sincerely Yours,



Attachment 9

Lead Administrator

Christopher L. Howey, Ph.D.

7117 N. Olney St., Indianapolis, IN. 46240

University	Degree	Year	Major
Indiana State University, Terre Haute, IN	Director of Special Needs License	2010	Educational Leadership
Alfred Adler Institute, Chicago, IL	Parenting Education Certificate	1987	Counseling Psychology
Wayne State University – Detroit, MI	Ph.D.	1983	Instructional Technology
Wayne State University – Detroit, MI	M.Ed.	1972	Instructional Technology
Wayne State University – Detroit, MI	B.S.	1970	Special Education

Contact Information

Email chowey@aikiconcepts.org

Telephone 317-650-4047 (mobile)

Employment

- 2003-PRESENT Indianapolis Public Schools; Indianapolis, IN
- 1997-2003 Aiki Concepts, Inc.; Indianapolis, IN
- 1996-1997 Conner Prairie Museum; Fishers, IN
- 1989-1996 Indiana University/Purdue University at Indianapolis (IUPUI); Indianapolis, IN
- 1984-1989 Newman & Howey; Indianapolis, IN and Chicago, IL
- 1984-1985 Governors State University; University Park, IL
- 1982-1984 Arthur Andersen & Co. (AA&Co.); Chicago, IL
- 1968-1982 Wayne State University; Detroit, MI
- 1966-1968 Neighborhood Services Organization (NSO); Detroit, MI

Professional Certifications

- State of Indiana Administrative License – Director of Special Needs
- State of Indiana Certified Teacher Mentor
- Highly Qualified Instructor – Special Education; All Subjects
- Permanent Teaching Certification – State of Indiana
- Special Education for Learning Disabled, Emotionally Handicapped, Mildly Mentally Impaired (grades 7-12)
- International Yoshinkan Aikido Federation Teaching Certification – 1990/Present
- Family Counseling and Parenting Education Certificate – 1984 – Alfred Adler Institute, Chicago, IL
- Participation Group Leader Certificate – 1971 – University Center for Adult Education, Detroit, MI

Professional Accomplishments

- Teacher's Academy Award – Lilly Endowment
- Extending Teacher Creativity Workshop Award – Lilly Endowment
- Teacher Creativity Award – Lilly Endowment
- Exemplary Alternative Education Program Faculty Award – IDOE
- The Journey Youth Worker Fellowship – Lilly Endowment
- 5th degree Black belt in Aikido Yoshinkan
- 2nd degree Black Belt in Seitei Jodo
- Past president, Connor Prairie Rifles

Dr. Chris Howey has been an educator for more than forty years at both the K-12 and Post-Secondary levels. He has worked in both the Private and Public sectors as a Manager and Administrator. In 1974 he created the first Section 501(c)(3) organization in the US (Aikido Yoshinkan Association of North America) that qualified as a Martial Arts entity and an “educational” organization instead of a “sports” organization. He also helped establish AikiConcepts, Inc as a Sec. 501(c)(3) private school.

His doctorate is in the area of Computer Delivered Instruction (CDI) with a minor in Business Administration.

For the past twelve years he has worked within the Indianapolis Public Schools (IPS) to achieve firsts such as:

- The first High School program in the US to award course credit for studying the martial art of Aikido,
- The first Computer Delivered Instruction Learning Lab within IPS to provide course credit (as opposed to credit recovery,)
- The first Homebound Program in Indiana (and possibly the US) to make extensive use of Computer Delivered Instruction, Virtual Teachers and Distance Learning.

His experience also includes leading a non-profit, youth-serving organization, extensive training through the Center for Philanthropy at IUPUI and by The Lilly Foundation. The Lilly Foundation training also included supporting programs in non-profit management and Board development.

Twelve years ago Dr. Howey created the AikiYouth Program and its introduction into IPS that set in motion the understandings that are the current underpinnings of The Kaizen Academy. His work back then posited that much of the academic misbehavior and antisocial acting out that prompted students to be sent to Alternative Schools was contributed to by a sense of personal vulnerability and fear. His goal was to instruct students in non-aggressive ways of self defense and to introduce them to new perspectives of respect for self and others. Despite many, probably the majority, of the students that enrolled in his courses having been referred to the Alternative High School for fighting and other aggressive acts – NOT ONE of his students over the course of seven years – was suspended or expelled for being in a fight after entering the AikiYouth Program.

Dr. Howey is unusually qualified for the Lead Administrator position with his combination of formal training in instructional technology, computer-delivered instruction, psychological counseling, Special Education and non-aggressive martial arts, together with his creation and management of effective education programs in the public school system.

Attachment 10 – Leadership team

Specific individuals to comprise the Leadership team for the Academy has not been finalized. The biographies for the two most likely candidates will be at the end of this section, however.

There will be a Business Manager, an Assistant Administrator and a Lead Teacher that will comprise the team.

Business Manager

The Business Manager/Cultural Coordinator for The Kaizen Academy will have two essential components to the job. The first is assuring that the day-to-day business operations of the school are conducted in a professional manner. The second is to be responsible for developing contacts and connections within the Greater Indianapolis business community. It is important for the mission of the Academy that learners have access to real life situations in which they can practice their emerging 21st-century work skills. The Business Manager/Cultural Coordinator will be responsible for communicating the mission and vision of the school to individuals and organizations with the intended consequence of enlisting their cooperation and resources for the betterment of the Academy. Qualifications appropriate for this position include:

- a Bachelors or Masters Degree in business or a related field
- previous experience working in an administrative position in a business
- strong relationship and client building experience
- experience in writing grant proposals
- very strong written and verbal skills

Assistant Administrator

The Assistant Manager will work with both the Lead Administrator and the Business Manager to ensure that all paperwork and computer systems interfacing are done in a reliable and timely manner. Qualifications for this position include:

- No less than three years experience as an Administrative Assistant
- Experience preparing purchase orders
- Experience preparing bank deposits
- Experience matching purchase orders to vouchers
- Experience preparing payroll processing
- Extensive experience filing reports to federal, state and local agencies
- Experience working with the IDOE computer system to see ADM count is administered properly

The Lead Teacher of The Kaizen Academy will have responsibilities for mentoring and assisting faculty in the use of Computer Delivered Instruction and in overseeing the delivery of elective courses. Qualifications for this position would include:

- three or more years implementing the use of computer delivered instruction in a school setting
- familiarity with the technology (both hardware and software) used within the Academy
- the capacity to work with other staff members in acquiring a strong commitment to the vision and mission of the Academy
- Strong verbal and written communication skills appropriate to the task of initiating and maintaining relationships with partners within the business community to develop learner internships and other career focused endeavors

At this time of this writing the leadership/management team for the Academy has not been finalized. Several candidates are being considered for these positions but no commitments have been made or received. The Kaizen Academy will recruit highly qualified persons for these positions who share a passion for teaching and learning. Positions will be posted locally and nationally. Recruitment will occur through professional organizations, professional websites and verbally. Recruitment will begin near the traditional break for Thanksgiving in 2012.

After receiving a charter, the Academy will apply for startup funds from the Walton Family Foundation and from the State of Indiana. Those funds will be used to employ at least two people for startup development, including the Lead Administrator, for the months after the funds have been acquired through July of 2013 and for the professional development of all of the Academy's personnel.

Potential Candidates:

Brett William Duchon

8279 Taunton Rd. Indianapolis, IN. 46260

University	Degree	Year	Major
Indiana University	B.A.	1990	Fine Arts
Sheffield University	M.A.	2008	International Business and Japanese Language & Society

Contact Information

Email bduchon@hotmail.com

Telephone 317-257-6004 (Home)

Employment

2007- Present Meikai University (Japan)
2009- Present Tokai Junior and Senior High School (Japan)
2009- Present Tokyo Shoseki Publishing (Japan)
2008-2009 Ryotokuji University (Japan)
2007-2009 CUC University (Japan)
2007-2008 Tokyo Medical and Dental University (Japan)
2008-2009 NOVA Group (Japan)
1990-1998 Midwest Associates Sales Group (USA)

Professional and Community Activities

International Aikido Renshinkai Federation
Ayamekai Aikido Group (Teaching Aikido in English/Japanese - children and adults)
Meikai Global Aikido (Teaching Aikido in English/Japanese - Meikai University students)
UFRA (Urayasu Foreign Residence Association)
UFRA Newsletter editor (2002 ~ 2008)
UFRA Creative Writing Course (2007 ~ 2009)
UFRA Event Coordinator (2002 ~ Present)

Professional Affiliations

JACET (The Japan Association for College English Teachers)
JALT (The Japan Association for Language Teaching)

Brett is a hardworking, self-motivated and focused employee that comes to a position with practical experience. He enjoys the challenge of matching his skills and abilities to the demands of a job's objectives. He is flexible, adapting to change and progress, while still capable of maintaining attention on both details and big-picture goals. His leadership style intends to inspire motivated participation towards current agendas while guiding co-workers to invest effort in future improvement of their own specific capabilities. He believes he provides a strong and positive contribution to any organization he is part of, and as a manager, towards a department's realization of full potential and overall goals.

In sales experience, he has had the challenge of working with diverse customer bases, building professional relationships with various types of organizations from individual enterprises to corporate ones. He has successfully been able to solicit, cultivate, and maintain new clients, often broadening their business scope by offering new directions and strategies. His time in sales has given him skills and experience that he has utilized in all his subsequent positions.

In 1998, he fulfilled a longtime dream to visit Japan for cultural interests. Though intending to be a sojourn of only a few months, an endeavor to more deeply submerge himself in the scholarship of Japan led him to a long-term commitment. To achieve this extension he followed a career in education, a natural transition for utilizing a combination of his skills as well as academic studies. The culmination of his time spent abroad in Japan resulted in a Masters Degree in Japanese culture and language, his obtaining the rank of 4th degree and a teacher's license in Aikido, and his cherished family.

His experience in education is full of a history of implementing new curriculums that guide and support ESL (English-as-a-second language) students of various international backgrounds and levels. His university teaching focus has been on training students in using English with real-life customer service skills, how to conduct meetings and professional presentations, and preparing for job interviews.

His managerial duties have involved being in the interview and selection process of new staff, their subsequent training, support, and guidance. Liaising between Japanese management and foreign personnel, as well as conducting reviews to evaluate abilities and determine needs, led to responsibilities in presenting seminars to assist in the advancement of staff skills and techniques. His leadership history includes demonstrations of ability to work with people from various nationalities, cultures and religious backgrounds.

In addition to his working career, his involvement with the martial art Aikido in a community role has been a source of self-enrichment. These lessons focus on the promotion of people's growth through physical health, fostering of self-confidence, and the study of strategies to contend with living in today's world. He believes helping to make strong, capable, and peaceful people is a benefit for everyone's future.

J. Scott Taylor

5528 West 62nd St., Indianapolis, IN. 46268

University	Degree	Year	Major
Manchester College	B.A.	1976	Physics
Ball State University	M.A.	1978	Physics
Marion University	Masters in Arts Teaching	2010	Teaching

Contact Information

Email jtaylor7827@yahoo.com

Telephone 317-387-0052 (Home)

Employment

- 2009-Present Indianapolis Public Schools, Indianapolis, IN
- 2007 – 2009 PI Confluence, Inc.; Indianapolis, IN
- 2005 – 2007 TEKsystems, Inc.; Indianapolis, IN
- 2000 – 2005 DiscipleData, Inc.; Indianapolis, IN
- 1999 – 2000 Productivity Point International; Dallas, TX
- 1998 – 1999 Stream International; Dallas, TX
- 1987 - 1998 J.S.Taylor, Inc.; Lewisville, TX

Professional and Community Activities

- Presenter at the 13th PLATO Learning Education Technology Conference for Online Instruction
- Indianapolis Teaching Fellows
- President – Geochemical Explorations Society

Professional Certifications

- Computer Associates International, ETrust Intrusion Detection: Administrator
- MetaFrame, MetaFrame XP: Administration
- Cisco, Interconnecting Cisco Network Devices
- Novell GroupWise, Advanced Administration
- Microsoft, Managing a Microsoft Windows 2000 Network Environment
- Microsoft, MCSE – MCP+I - MCP

J. Scott Taylor has worked professionally as a field engineer, Microsoft Certified Systems Engineer and a teacher. He currently is an instructor in a program designed to assist students in the public school system to achieve their education that have difficulties performing in the traditional school setting. The program was the original idea of Dr. Chris Howey. He was instrumental in assisting Dr. Howey in developing the design and implementing the program in the Indianapolis school district. The program is called Off Campus Instruction (OCI), which is part of the Indianapolis Public School's (IPS) Homebound program. Last year, Mr. Taylor made a presentation of this program at a national online conference in Minneapolis.

Mr. Taylor was selected to study to become a teacher by the New Teacher program, an extension of the Teach for America organization. He was selected to assist Dr. Howey due to his wide variety of professional experiences. These experiences include entrepreneurial skills, network administration as well as his operational management history.

The OCI program was originally intended to provide a rigorous education to special needs students at a reduced cost to the School District. Over the last four years, more Homebound students have received high school credits than the IPS school records have recorded prior to the program. For the first time in IPS history, students in the Homebound program have graduated high school with a diploma. This record of improved education comes with a cost savings of over 2.5 million dollars a school year to the school district. Mr. Taylor has been extremely proud of this accomplishment. He believes The Kaizen Academy will be the next level of success for marginalized urban learners.



ARTICLES OF INCORPORATION

State Form 4162 (R6 / 12-69) Corporate Form No. 364-1 (October 1984)

Articles of Incorporation (Not-for-Profit)

Provided by Joseph H. Hogsett Secretary of State of Indiana.

Instructions: Use 8 1/2 x 11 inch paper for inserts
Present 2 executed copies to:

Present 2 originally executed copies.

SECRETARY OF STATE
Room 155, State House
Indianapolis, Indiana 46204

FILING FEE IS \$26.00

I.C. 23-7-1.1-18

For tax exempt status, Not-For-Profit Corporations must qualify with both the Internal Revenue Service and the Indiana Department of Revenue.

APPROVED AND FILED
SECRETARY OF STATE

ARTICLES OF INCORPORATION OF
Aiki Concepts Inc.

(Complete name as will be shown in Article 1)

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Not-For-Profit Corporation Act of 1971 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I Name

The name of the Corporation is (The name MUST include the word "Corporation" or "Incorporated," or one of the abbreviations thereof):

Aiki Concepts Inc.

ARTICLE II Purpose

The purposes for which the Corporation is formed are:

To enrich the physical, ethical and spiritual lives of participants by the practice and contemplation of traditional martial arts and meditative forms, by workshops and classes on health-related topics and by having available for sale materials to further these purposes.

ARTICLE III Period of Existence

The period during which the Corporation shall continue is:

(The period will be perpetual unless otherwise specified)

ARTICLE IV Registered Agent, Registered Office, Principal Office

SECTION 1 Registered Agent. The name and address of the Corporation's Registered Agent and Registered Office for service of process are:

Steven C. Benham

Name

6402 N. Oxford

Address (street or building and city)

Indpls, In

Indiana

Zip Code

46220

SECTION 2 Principal Office. The post office address of the principal office of the Corporation is:

6402 N. Oxford, Indpls

Indiana

Zip Code

46220

ARTICLE V Membership

A minimum of one (1) person shall have signed the membership list. (Directors or Trustees or Incorporators may be included in the membership.)

SECTION 1 Classes (if any):

Any person who has participated, in good standing, in Aiki Concepts activities for at least two months is considered a member.

ARTICLE IX Provisions for Regulation and Conduct of the Affairs of Corporation




Other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of the Corporation, and creating, defining, limiting or regulating the powers of the corporation, the directors or the members of any class or classes of members are as follows: (Can be provided for in the "By-Laws") (Any provision in this section may only be changed by amending the Articles of Incorporation.)

The Board of Directors, by vote of a simple majority, shall select members of an Advisory Board, which shall meet at least twice a year. The Advisor Board shall recommend policies and goals to the Board of Directors, which shall be approved by a simple majority of the Board of Directors. Approved policies and goals will be enacted by the Aike Concepts manager (selected by the Board of Directors) and any assistants (s)he may designate. The Board of Directors may change, increase or reduce its membership by a unanimous vote.

The undersigned, being one or more persons, do hereby adopt these Articles of Incorporation, representing beforehand to the Secretary of State of the State of Indiana and all persons whom it may concern, that a membership list or lists of the above-named corporation for which a Certificate of Incorporation is hereby applied for, have heretofore been opened in accordance with the law and that at least three (3) persons have signed such membership list.

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 Steven C. Benham
Signature 	Printed Name EVELYN A DYSARZ
Signature 	Printed Name Christopher L. Howay
Signature	Printed Name

This instrument was prepared by: Evelyn Dysarz
 Address: 7117 N. Olney, Indpls, In 46240

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

DEPARTMENT OF THE TREASURY

Date: NOV 17 1992

Employer Identification Number:
35-1812566

Contact Person:
ALBERT W. SMITH

Contact Telephone Number:
(513) 684-3578

AIKI CONCEPTS INC
C/O CHRISTOPHER HOWEY
2131 EAST 54TH STREET
INDIANAPOLIS, IN 46220-3433

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947(DO/CG)

AIKI CONCEPTS INC

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

AIKI CONCEPTS INC

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should maintain records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

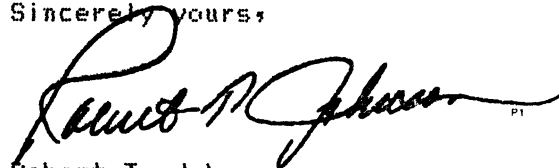
If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Robert T. Johnson
District Director

BYLAWS
OF
AIKI CONCEPTS, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Aiki Concepts, Inc. (the "Corporation.").

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 7117 N. Olney St, Indianapolis IN 46240. The initial registered agent in charge of the initial registered office is Evelyn A. Dysarz.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than 3, 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 Marion County, Indiana, where the school operates, or immediately adjacent counties.

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.

The Board has established “flights” of Board members, with the purpose of staggering term end points. The initial term of a director will be in one of three flights, of one year, two years, or three years, with each flight equally represented. Subsequently, a director, upon the end of his/ her initial term, will be appointed to a three-year “full term,” if the Board so approves. A director may serve two “full terms” before a mandatory departure from the Board for one year. The initial flight of three years will be considered a “full term.”

If a director resigns during his/her term, the new director the Board chooses will fill the unexpired term and join that “flight.” The newly appointed director may serve two “full terms,” regardless of the length of term served by the resigning director.

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 Article of 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.

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’ written or electronically sent 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 and special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral, electronically transmitted or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, emailed 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 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 of 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 specified 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. Board of Directors participation at Board meetings by electronic means. Directors may participate in any meeting of the Board of Directors through the use of a conference telephone, computer or other communications equipment by means of which all persons participating in the meeting can communicate simultaneously with each other. The member participating electronically may not vote, or be considered "present."

Section 10. 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 the 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 meeting of the Board of Directors, defined as absence from 3 (three) consecutive meeting or from at least fifty percent (50%) of such meetings within one (1) calendar year.
- (e) Conviction of a crime that would prohibit the individual from having contact with minor children.

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 11. 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.

Section 12. Alignment with tax-exempt requirements. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of the Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, 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 code.

Upon dissolution of the Corporation, 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.

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 10. 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 of the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflict 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 transactions.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and their 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 interest 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, agent, 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.



INDIANA DEPARTMENT OF REVENUE
 INDIANA GOVERNMENT CENTER NORTH INDIANAPOLIS, INDIANA 46204
NOT-FOR-PROFIT TAX REGISTRATION CERTIFICATE
 (THIS CERTIFICATE MAY NOT BE USED TO COLLECT SALES TAX)

FORM IT-35E
 STATE FORM 753

DATE ISSUED

TAXPAYER ID NO.

01 / 93

0004892984 - 000

AIKI CONCEPTS INC
5129 E 65TH ST
INDIANAPOLIS IN 46220

ORGANIZATION WHOLLY EXEMPT
 FROM PAYMENT OF GROSS INCOME TAX

ORGANIZATION PARTIALLY EXEMPT
 FROM PAYMENT OF GROSS INCOME TAX

SALES TAX EXEMPT

If the organization has been classified as a social organization or a water corporation, this Taxpayer Identification Number MAY NOT be used for exemption from sales tax on items purchased for the purpose of the organization.

This Taxpayer Identification Number may be used in making purchases exempt from sales tax, provided the merchandise is to be used for purposes as explained in Information Bulletin 10. This Taxpayer Identification Number may be used on Sales Tax Exemption Certificates (ST-105) when making qualified purchases.

I. Purchases by Not-For-Profit Organizations.

A. Purchases for own use.

1. In order to qualify for Sales Tax exemption on purchases as a not-for-profit organization, the following conditions must prevail:

a. The organization must be named or described in I.C. 6-21-3-19, 6-21-3-20, 6-21-3-21, 6-21-3-22. This includes organizations organized and operated exclusively for one or more of the following purposes:

Religious	Fraternal	Literary
Charitable	Educational	Civic
Scientific		

b. Also included are the following specifically named not-for-profit organizations:

Labor Unions	Public Schools
Licensed Hospitals	Parochial Schools
Churches	Pension Trusts
Monasteries	Business Leagues
Convents	Student Cooperative Housing

c. ~~The article purchased must be used for the same purpose as that for which the organization is being exempted. Purchases for the private benefit of any member of the organization or for any other individual are not eligible for exemption.~~

Purchases used for social purposes are never exempt.

d. The fact that an organization is being exempted by the Federal Government or by the State of Indiana for Income Tax purposes does not necessarily mean that a purchase made by a not-for-profit organization is exempt.

B. Purchase for resale.

Tangible personal property purchased for resale by not-for-profit organizations is eligible for Sales Tax exemption.

C. Purchases by social organizations.

Purchases of tangible personal property by organizations organized and operated predominantly for social purposes are not exempt. If over fifty percent (50%) of its expenditures are for, or related to, social activities such as food and beverage services, golf courses, swimming pools, dances, parties, and other social activities, the organization will be considered to be predominantly organized and operated for social purposes.

Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits

- 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

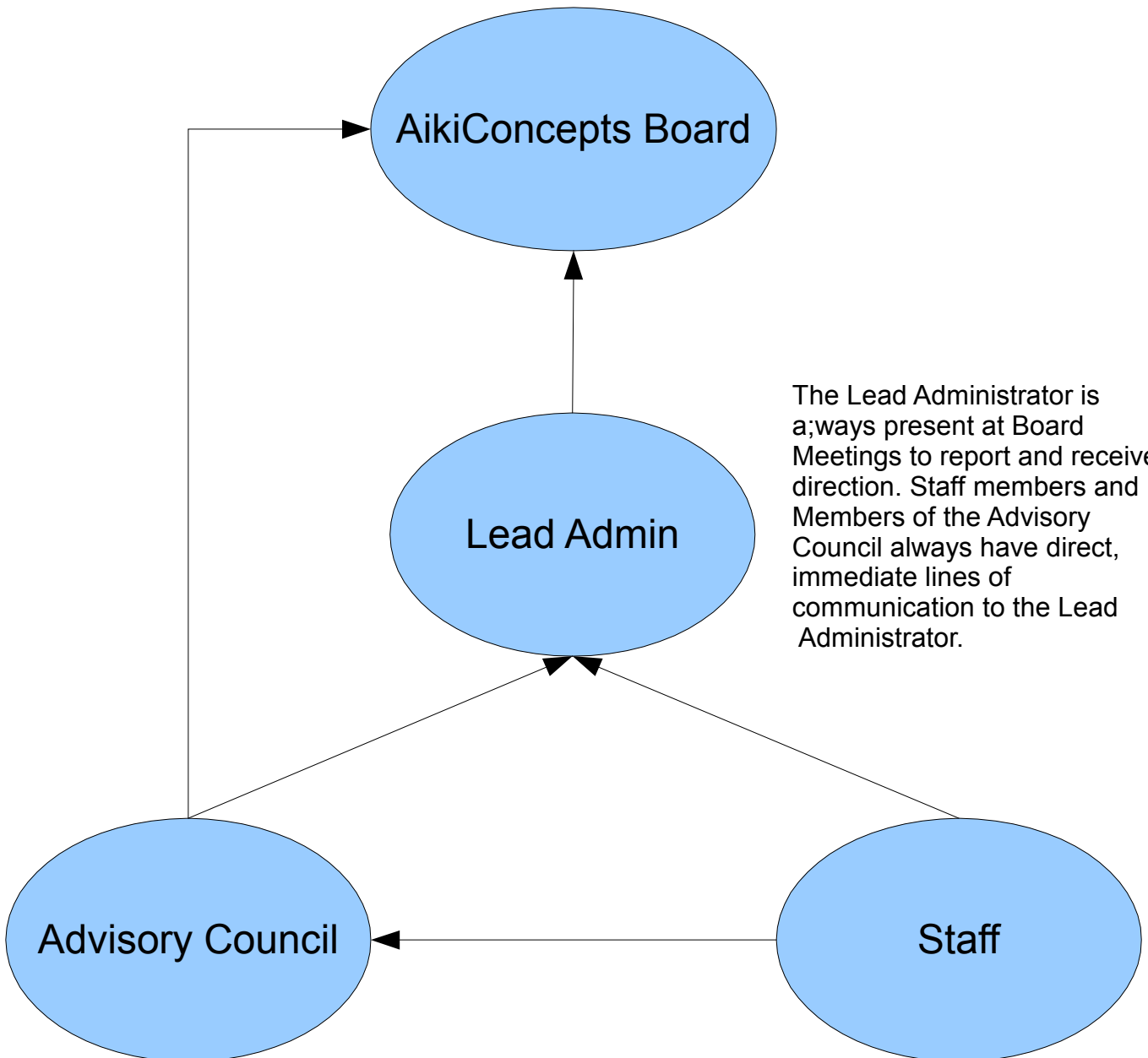
Signature of Charter School Organizer Authorized Representative

Evelyn A. Dysarz
EVELYN A. DYSARZ

Date

July 20, 2012

The Kaizen Academy Organization Chart



The Lead Administrator is always present at Board Meetings to report and receive direction. Staff members and Members of the Advisory Council always have direct, immediate lines of communication to the Lead Administrator.

Staff members, learners, families and supporters within the community all have independent access to the Board through the Advisory Council. Stake holders in the Academy will be encouraged to learn what the issues are that face the school. A cooperative, informed process for decisions requires honest, constructive input.

Staff members always have open door access to the Lead Administrator. The Academy is a cooperative body in which all participants have voice and are empowered to contribute.

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Kaizen Academy

2. Full name: James W. Brown, Ph.D.
Home Address: 10710 Pine Bluff Dr., Fishers, IN 46037
Business Name and Address: Retired as professor and executive associate dean emeritus.

Telephone No.: 317-691-2538
E-mail address: jwbrown@iupui.edu

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
 Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school? The Kaizen Academy is a unique approach to education. I believe it to be innovative in concept and implementation. My background and experience will help with policy for the academy.

6. What is your understanding of the appropriate role of a public charter school board member? Board members do not micro-manage the operation of the school. Board members set policy, monitor use of the budget and help raise funding. Board members review the progress of the school in meeting its goals. The board reviews key personnel.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the boards or important committees of a small manufacturing company, my church, the Crossroads of America Boy Scouts of America, and the National Press Photographers Association. I have served as an academic dean in higher education for 28 years. I have held leadership positions in various professional and academic organizations at the national level.

8. Describe the specific knowledge and experience that you would bring to the board. I have studied martial arts and am very familiar with the philosophy behind the concept of the Academy. I have spent my professional career as an educator.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Kaizen Academy will help male high school students at risk of never finishing high school to graduate and become productive members of society. The practice of the defensive martial arts will encourage respect and discipline, traits that will enhance success in life.
2. What is your understanding of the school's proposed educational program?
The Academy will blend a proven online curriculum for the core curriculum. The online courses allow instant feedback on students' progress toward their educational goals and allow them flexibility in their schedules. Students can adapt to work experiences and internships that may require participation during class times of traditional schools. The study of martial arts instills discipline and respect for elders and other learners who are ahead of you in their path through life.
3. What do you believe to be the characteristics of a successful school? Successful schools have faculty who respect one another and their teaching methods. The faculty has respect for their students and students have respect for faculty. There is no discrimination of any kind. A culture of positive feedback for actual progress should be present.
4. How will you know that the school is succeeding (or not) in its mission? Students who enroll in the Academy are successful in earning their high school diplomas. Students make regular and continuous progress toward their diplomas. Along with academic progress, students will make continuous progress through the ranks of martial arts.

Governance

1. Describe the role that the board will play in the school's operation. The board sets policies for the operation of The Kaizen Academy. The board monitors the fiscal operation of the Academy. The board approves contracts. The board evaluates the leaders of the Academy. The board does not conduct the day-to-day operation of the Academy.
2. How will you know if the school is successful at the end of the first year of operation? The Academy will have attracted students and the students are making progress

toward graduation. Students will also have progressed through lower ranks of the martial arts curriculum. Community partners have established working relationships.

3. How will you know at the end of four years if the school is successful? Each year the Academy will attract one quarter of the desired total population. A successful school will have a retention rate and graduation rate that is equal to or higher than other programs that deal with at risk populations.

Some students will achieve their Black belt in martial arts.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will develop policies that guide the direction of the school and work toward ensuring its success. This will involve regular review of finances, personal and progress toward meeting the educational needs of the student population.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

This is an interesting question and should be a matter of board discussion and should be developed into policies and procedures of the board. In the meantime, the question asks what I would since such policy does not yet exist.

The key word in the question is "believe." Before action may be taken, evidence must be gathered. I would meet with the person and talk about my concerns. There may be reasonable explanations for my concerns. If I have concerns from information that has come to me, others inside or outside the board may well have concerns from the same source of information as well. The matter, even though resolved to me, should still be reported to the board as well as the resolution. If there is no resolution, the full board should decide whether or not to ask for a resignation or vote to dismiss. Any illegality should be reported to the appropriate authority.

The above applies to one or two members of the board. The question asks what I would do if I suspect one "or more" members of the board were acting inappropriately. The "or more" could potentially be a voting majority of the board. In this case I would report the matter to the chartering organization, Ball State, to investigate.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

If we do not know any such trustees. Yes *only in organizational meetings.*

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

If we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer,

employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes I am an advisor with the Learning for Life program of the Boy Scouts.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None Yes

Certification

I, JAMES W BROWN, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Kaizen Academy Charter School is true and correct in every respect.

JW Brown Signature 7-23-12 Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Kaizen Academy

2. Full name: Evelyn A. Dysarz
Home Address: 7117 N. Olney St, Indianapolis IN 46240
Business Name and Address: Wellspring Wholistic Health Clinic
7117 N. Olney St, Indianapolis IN 46240

Telephone No.: (317)841-8664
E-mail address: evelyndysarz@comcast.net

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application) Attached.
 Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?
The Kaizen Academy's mission and vision statements resonate with my beliefs about equal opportunity through education. I wish to make a difference to an underserved group.

6. What is your understanding of the appropriate role of a public charter school board member? The appropriate role of a board member is to ensure that Academy is acting in consort with its mission and vision and is meeting its fiduciary responsibilities. In addition, a board member will work to make the Academy known as a positive resource in the community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on the AikiConcepts Board of Directors for almost 20 years, with more than 10 of them as chair. As such, I am familiar with work to meet a corporation's mission and vision beliefs, its financial integrity and government reporting responsibilities, and appropriate record keeping.
8. Describe the specific knowledge and experience that you would bring to the board. In addition to the responsibilities of Board chair, I have also served as treasurer and secretary and have experience in filing timely reports with the state for a non-profit corporation, sales and personal property taxes, and IRS Form 990 requirements. As a small business owner, I bring to the Board experience in organization, accounting and marketing. As a student of Aikido and Jodo, I bring to the Board an understanding of the culture inherent in these non-aggressive arts.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Academy will provide an opportunity to an at risk population, namely males 16 and older who dropped out of high school, to complete their high school education in a non-traditional setting, while at the same time providing them with the means to view themselves as more positive, more self disciplined, more collaborative, in short, more able to step into the world in economically, socially and personally rewarding ways.
2. What is your understanding of the school's proposed educational program?
The school's educational program is tailored to each learner's needs, with learner and staff working together to plan and realize step by step progress to a high school diploma. The use of a blend of computer based instruction and on campus courses will be flexible enough to fit the needs of this basically adult learner population.
3. What do you believe to be the characteristics of a successful school?
On a daily basis, a successful school contains learners and staff working towards goals with intent, collaborating with each other, enjoying healthy relationships and celebrating their accomplishments. Learners are completing courses and reaching their goals. Staff are supportive, and engaged in finding additional ways to enrich learners' experiences.
4. How will you know that the school is succeeding (or not) in its mission?
The school will be succeeding in its mission if it enrolls a full complement of learners with a good retention rate. It will be succeeding if learners adopt the school culture of collaboration and communication, believe and act upon their individual step by step plan, experience and celebrate success and participate fully in the school's programs. It will be succeeding if learners accumulate at least 10 academic credits and advance in martial arts ranking, each year. It will be succeeding if the community understands its benefits, and there is a long waiting list for admission.

Governance

1. Describe the role that the board will play in the school's operation
The Board will ensure that the Academy is meeting its "big picture" goals of mission and vision by setting appropriate policies. It will also make sure the Academy is sound financially and is meeting its financial obligations. It will set policy for staff and evaluate the Academy's leaders. It will monitor academic performance. It will interact with the larger community, while being sensitive to individual concerns of learners if those concerns are not resolved by school staff.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year, markers of progress will include learners earning at least 10 credits and advancing three kyu levels in martial arts study, and high retention rates among both learners and staff. Some father, son, or brother of learners will have themselves become students, thus forming family support groups.
3. How will you know at the end of four years if the school is successful?
The Academy will have graduated a significant percentage of learners who have enrolled and have at least 50 learners who persevered to earn their black belt in a martial art. Staff and learner retention will be high, and enrollment at capacity. The Academy has received some national attention and is spoken of highly in the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To ensure success, the Board will create effective policies to promote the Academy's mission. It will seek wise financial counsel and enact sound fiscal policies. It will set standards so that leadership and staff are aligned with the mission and vision.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I thought a Board member was acting unethically or not in the best interests of the school, I would meet with that Board member and a third neutral Board member to discuss the allegations and the Board member's explanation. The neutral member and I would then report to the full Board the concern and whether we concluded it is 1) unfounded, or 2) needs full Board action.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
I know two of the Board members from long practice in the martial arts. My spouse, the proposed Lead Administrator, knows all Board members, either from martial arts practice, or as educational and community colleagues.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
The Kaizen Academy does not yet have school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
I have no knowledge of entities planning to do business with the school. My spouse has developed several community and educational relationships of groups that will collaborate and support the school, such as the relationship planned with NetLiteracy, PLATO, and other groups listed in this charter application.
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
I will not conduct business with the school. My spouse is the proposed Lead Administrator of the Academy.
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A I / we have no such interest. Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None Yes
To avoid any appearance of conflict of interest, I will abstain from any voting on the Board involving the appointment, evaluation and salary levels of my spouse, the proposed Lead Administrator.

Certification

I, Evelyn A. Dysarz, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for The Kaizen Academy Charter School is true and correct in every respect.

Evelyn A. Dysarz

7-24-2012

Signature

Date

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Kaizen Academy

2. Full name: Derek L. Jefferson

Home Address: 11412 Silver Drift Way, Indianapolis, IN 46229

Business Name and Address: Jerusalem Temple Apostolic,

2125 E. 54th St.

Indianapolis, IN 46220

Telephone No.: 317-253-2276

E-mail address: jerusalemapostolic@att.net

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)

X. Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

X. Does not apply to me. 0 Yes

5. Why do you wish to serve on the board of the proposed charter school?

A. Kaizen Academy mission and vision statement relates to my interests concerning the equal opportunity for education goals

6. What is your understanding of the appropriate role of a public charter school board member?

A. To provide an individualized focused educational environment leading learners to reach their goals in attaining a high school diploma and/or GED

B. Create also a spiritual aspect of encouragement for learners within the community and society

C. Help encourage each learner in the values of self discipline, respect for self and others with the opportunity in gaining a black belt in martial arts.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

A. I have worked in the public school environment working with all levels of learners. Giving encouragement, self respect, along with moral and ethnic knowledge

8. Describe the specific knowledge and experience that you would bring to the board.

A. With my past experiences in the educational environment has given me the knowledge and skills to share with those that I am privileged to serve with

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

A. The academy will give the opportunity for many who are at high risk; particularly males 16+ that dropped out of high school. Our mission is to have these learners to complete their high school education, while at the same time providing them a more positive disciplined future as an adult learner

2. What is your understanding of the school's proposed educational program?

A. Each learner will have the opportunity to have their needs met with staff that are ready and willing to help each learner succeed in fulfilling their educational goals

3. What do you believe to be the characteristics of a successful school?

A. A successful school contains learners and staff workers who give their time and complete attention in the assistance of helping learners reach their goals in completing their High School Diploma and/or GED

4. How will you know that the school is succeeding (or not) in its mission?
- A. Providing healthy relationships between school personnel and students
 - B. Welcoming culture diversity towards families and communities
 - C. Engage in the joy of learning
 - D. Providing also a spiritual aspect on perseverance and persistence

Governance

1. Describe the role that the board will play in the school's operation.

- A. Assist in the following policies of Kaizen Academy
 - 1. Financial Management
 - 2. Fulfilling Kaizen's mission and vision
 - 3. Employee Management
 - 4. Review of academic performances
 - 5. Evaluation of school leaders and community partnerships
 - 6. Responding accordingly to parent and student concerns

2. How will you know if the school is successful at the end of the first year of operation?

- A. Students will average minimum of 10 high school credits
- B. The completion of students attaining their black belts in martial arts
- C. Full enrollment by year end

3. How will you know at the end of four years if the school is successful?

- A. Overall high graduating class
- B. Stable school leadership
- C. Graduating students returning to assist future graduates

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- A. Please refer to the answers from Governance Questions/Answers 1-3

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

- A. Gather appropriate evidence supporting any claim(s) and meet with a board members including the alleged member
- B. In the resolution of the alleged charges of a member rather be guilty or not request meeting with all board members

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

X. I / we do not know any such trustees. 0 Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X. I / we do not know any such employees. 0 Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X. I / we do not know any such persons. 0 Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X. I / we do not anticipate conducting any such business. 0 Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X. Not applicable because the school does not intend to contract with an education service provider or school management organization.

X. I / we do not know any such persons. 0 Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

X. N/A I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X. N/A I / we or my family do not anticipate conducting any such business. Yes

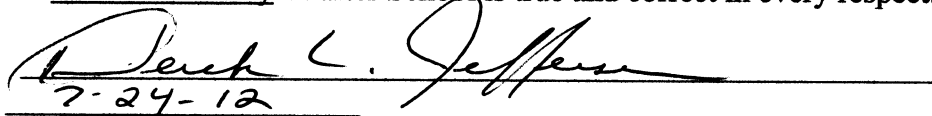
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X. Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X. None Yes

Certification

I, Derek L. Jefferson, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Kaizen Academy Charter School is true and correct in every respect.


7-24-12

Signature

Date 7/24/12

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Kaizen Academy

2. Full name: Timothy R. Luley
Home Address: 7834 E. 71st Street, Indianapolis, IN, 46256
Business Name and Address: Vector Consulting
1005 North Senate Avenue
Indianapolis, IN 46202

Telephone No.: (317) 632-4444
E-mail address: tluley@vectorconsulting.us

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)

X Resume and professional biography are provided.

See attached resume.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

0 Does not apply to me. X Yes. I have served on a not-for-profit Board of Directors for AikiConcepts for five years.

5. Why do you wish to serve on the board of the proposed charter school?

To help support and provide service to the ideas of the Kaizen Academy School.

6. What is your understanding of the appropriate role of a public charter school board member?

My role is to attend Board meetings to add my understanding of any issue that arises.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Board of Directors of AikiConcepts for the past five years.

8. Describe the specific knowledge and experience that you would bring to the board.

I have over 23 years experience in the martial Art of Aikido Yoshinkan, and understand the theory of the Kaizen principle of "one step at a time" learning. This principle will help the students' progress at their own learning speed and toward their personal goals.

I also have over 30 years of building engineering experience that would help in getting the Kaizen Academy building ready for the students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Kaizen Academy is to provide appropriate supports and challenges to high risk secondary school students and dropouts empowering them to become productive members of the overall society in which they live. The entire culture of the school is founded on the Kaizen principles of continual improvement, self-discipline and self-mastery.

2. What is your understanding of the school's proposed educational program?

The Hybrid Computer delivered instruction provides the combination of structural human interaction as well as providing the benefits of traditional mediated instruction. Learning environments in which students have the opportunity to discuss and examine alternatives with a human facilitator provide a greater likelihood that struggling students will acquire and retain the information they need for academic success.

3. What do you believe to be the characteristics of a successful school?

The School shall provide and cultivate a curiosity for the students to learn in a new way.

4. How will you know that the school is succeeding (or not) in its mission?

The students are progressing and moving forward toward their own personal goals.

Governance

1. Describe the role that the board will play in the school's operation.

The Board shall provide and set policies that ensure the Kaizen School is fulfilling its mission.

2. How will you know if the school is successful at the end of the first year of operation?

The year ends with a significant percentage of the students progressing in the academic learning to meet the State Education requirements.

3. How will you know at the end of four years if the school is successful?

If 80% of the senior class has successfully met the require graduation requirements of the State and of the Kaizen Academy.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board of Directors shall be responsible for a positive academic and financial success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Immediately address the alleged issue with the Board member, and receive his account of the issue. Then bring the issue up to the Board of Directors for their review.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes, my spouse and I know Board Member Evelyn Dysarz.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. If so, indicate the precise nature of your relationship.

we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

we do not know any such persons. Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any

business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes, I have been a member of the Board of Directors of AikiConcepts for the last 5 years.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None Yes

Certification

I, Timothy R. Luley, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Kaizen Academy Charter School is true and correct in every respect.

Timothy R Luley

Signature

7-19-2012

Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Kaizen Academy

2. Full name: Glenda Survance

Home Address: 1610 E Vermont St. Indianapolis, IN 46201

Business Name and Address:

Telephone No.: 317.413.1139

E-mail address: gsurvance@mac.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)

✘ Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

✘ Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?

Much of my life I have volunteered working with runaways or kids whose parents have been absent through a variety of life's circumstances. Many of those children had difficulty with traditional schooling and many of its facets. The Kaizen model has a flexibility that would have encouraged many of them to thrive while having a disciplined aspect that would have prepared them for life. I want to be a part of making this offering to those learners.

6. What is your understanding of the appropriate role of a public charter school board member?

- Fiduciary oversight
- Oversight of the alignment of policies with the mission of the school
- Community advocate for the school and the students
- Strategic planning

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the board of DisciplesData, Inc. It is a non-profit cooperative that serves the technical needs of national and international faith based organizations.

8. Describe the specific knowledge and experience that you would bring to the board.

My life has had two tracks to it. My vocation has been working with leading edge technologies and managing non-profit IT departments for national/international organizations. During that time I have experienced a wide variety of volunteer opportunities working in the community with the marginalized – working with children, families, homeless and experiencing the frustration of a system that does not have the flexibility to provide for those who are most vulnerable.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

- The school is there to accompany the learner on the path that meets their goals and expectations.
- Each learner has the ability to make small incremental improvements
- Every teacher is a learner and every learner is a teacher
- The school is there to meet the needs of the individual learner

2. What is your understanding of the school's proposed educational program?

- The program is a multi-faceted non-traditional approach
- Each learner will be provided with their core curriculum via online learning using a combination of off-site and onsite work
- Each learner will have an individualized work path that matches the schools expectations with their aspirations
- Each learner will be involved in the aikido/jodo martial arts as a means for learning discipline, cooperation and leadership skills
- Each learner will be involved in the community through service projects or community work placement

3. What do you believe to be the characteristics of a successful school?
 - Each learner is known for their gifts, talents and aspirations rather than the obstacles that they may need to overcome.
 - An attitude of respect between staff and students
 - Staff at all levels feel respected and heard
 - Transparency in policy, finance and operation
 - Encourages creativity in the students and staff

4. How will you know that the school is succeeding (or not) in its mission?
 - Each learner will complete 10 credits per year
 - Learners are improving in aikido/jodo
 - Enrollment goals are met
 - Sempai and Kohai is evident throughout the school
 - Students are participating in the service learning program
 - The school is known and respected in the community through its students, staff and service learning projects.

Governance

1. Describe the role that the board will play in the school's operation.
 - Oversight of the finance
 - Establish policies consistent with the mission of Kaizen
 - Approve policies for human resources
 - Act as advocates for the students and school in the larger community
 - Evaluate academic, financial and school leadership performance
 - Address concerns not resolved by personnel

2. How will you know if the school is successful at the end of the first year of operation?
 - Learners will complete at least 10 high school credits
 - Learners will have progressed in aikido/jodo
 - Enrollment goals have been met
 - Staff retention rate is high
 - Participation in the school by the community and in the community by the school

3. How will you know at the end of four years if the school is successful?
 - Enrollment goals have been met
 - 200 students have graduated
 - Staff leadership and retention is stable
 - Learners within the martial arts programs have become teachers within the community

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - With adherence to the roles of the board as described in question 1

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
 - I would research and gather information around the actions
 - I would invite another board member to meet with the board member and me to discuss the information
 - Depending on the outcome of the discussion I would then take the information to the full board – to settle the concerns or for further action.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

I know them only through the work on this project.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct

or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A

I / we or my family do not anticipate conducting any such business. Yes


8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None Yes

Certification

I, Glenda Survance, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Kaizen Academy Charter School is true and correct in every respect.



Signature

07/24/2012
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: The Kaizen Academy

2. Full name: James Van Renterghem

Home Address: 6180 South Fox Chase, Pendleton, IN 46046

Business Name and Address: Elite Printing, Inc. 2138 E. 52nd Street, Indianapolis, IN 46205

Telephone No.: 317/257-2744

E-mail address: jim@eliteprintingindy.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)

Resume and professional biography are provided.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Aiki Concepts

5. Why do you wish to serve on the board of the proposed charter school? I believe that the concept will greatly enhance the learning experience and generate a learning environment that will make students want to participate.

6. What is your understanding of the appropriate role of a public charter school board member? To ensure they follow their mission and program to help better the student's educational needs.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this

nature, explain why you have the capability to be an effective board member. Served on Aiki Concept board for many years. 26 years of owning my own business while being active in many community programs such as Drug Free Marion County.

8. Describe the specific knowledge and experience that you would bring to the board. Use my years of business experience to help student transition from academic to working environment.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission of The Kaizen Academy is to enable male, high risk, secondary school learners and dropouts within Marion County, ages 16 and older, to earn their high school diplomas and become productive life-long learners while acquiring the habits, skills, and dispositions embodied in the non-aggressive martial arts of Aikido and Jodo.
2. What is your understanding of the school's proposed educational program? Flexible scheduling will allow students to learn at their own pace in the available time toward the goal of a high school diploma. The Kaizen Academy will provide a martial arts curriculum with a chance to earn a black belt as well as teach values, self worth and responsibility.
3. What do you believe to be the characteristics of a successful school? The ability of a student to accept and work through challenges with ever increasing confidence. Build a stronger community. Instill the thirst for knowledge.
4. How will you know that the school is succeeding (or not) in its mission? Our school will have 300 students who are fully engaged in both the academic side and the martial arts side of the curriculum. Students who are improving in both their academic goals and life goals.

Governance

1. Describe the role that the board will play in the school's operation. Will set policies including but not limited to contracts, finances, and liabilities.
2. How will you know if the school is successful at the end of the first year of operation? Students will average 10 high school credits, will have advanced two to four kyu levels in the martial arts training and school will still have the majority of the students and staff reaching their goals engaged.
3. How will you know at the end of four years if the school is successful? The school should be at capacity, with over 200 students graduated.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Regular review of student's performance, set policies, and review contracts and expenditures.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Meet with that person along with at least one other board member to discuss the allegation and ask

for response to charges. If not convinced member is not guilty would bring the matter to the full board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Evelyn Dysarz and Tim Luley thru Aiki Concepts

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

No teacher's have been hired for the Kaizen Academy.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Don Hollenbeck instructor at school thru Aiki Concepts. Chris Howey director at school thru Aiki Concepts.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None

Certification

I, James Ken Renterghem, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Kaizen Academy Charter School is true and correct in every respect.

James Ken Renterghem
7/23/12

Signature

Date

Code of Ethics

This code of ethics was adopted by the Aiki Concepts, Inc. Board of Directors on July 19, 2012.

Preamble

Aiki Concepts, Inc. is a not-for-profit, tax-exempt educational organization. Aiki Concepts, Inc.'s principle initiative is The Kaizen Academy Charter School. The business of the school is managed under the direction of the Aiki Concepts, Inc. board of directors. The board's code of ethics also serves as a code of conduct for the school's volunteers and paid staff. Code violations may result in sanctions imposed under the Conflicts of Interest section of the corporation's Bylaws. The principles and requirements that comprise the code and procedures are based on and are designed to ensure full compliance by Aiki Concepts, Inc. and its officers, directors, and employees with the fiduciary duties imposed on such individuals by state corporate law, the federal tax code's prohibition on private inurement and private benefit, and other requirements of federal tax exemption, common law due process requirements, federal and state antitrust and unfair competition law, state tort law, and other legal precepts and prohibitions. At the same time, the code and procedures are not designed to supplant courts of law in any resolution of disputes. Moreover, the checks and balances built into the code and procedures are designed to strike the proper balance between ensuring full compliance with the legal obligations described here and ensuring the integrity and efficacy of the code on the one hand and, on the other, the protection of board members, through the use of reasonable due process procedures, against patently false, malicious, or groundless accusations that could result in significant organizational or personal harm if not properly handled. Members of the board affirm their endorsement of the code and acknowledge their commitment to uphold its principles and obligations by accepting and retaining membership on the board.

Board of Directors Code of Ethics

Members of the board (including ex officio members of the board) shall at all times abide by and conform to the following code of conduct in their capacity as board members:

1. Each member of the board of directors will abide in all respects by the Aiki Concepts, Inc. *Board of Directors Code of Ethics* and all other rules and regulations of the organization (including but not limited to the organization's articles of incorporation and bylaws) and will ensure that their membership (or the membership of the entity for which they serve as officer, director, employee, or owner, as the case may be) in the organization remains in good standing at all times. Furthermore, each member of the board of directors will at all times obey all applicable federal, state and local laws and regulations and will provide or cause to provide the full cooperation of the organization when requested to do so by those institutions and their persons set in authority as are required to uphold the law.
2. Members of the board of directors will conduct the business affairs of the organization in good faith and with honesty, integrity, due diligence, and reasonable competence.
3. Except as the board of directors may otherwise require or as otherwise required by law,

no board member shall share, copy, reproduce, transmit, divulge or otherwise disclose any confidential information related to the affairs of the organization or individual students and each member of the board will uphold the strict confidentiality of all meetings and other deliberations and communications of the board of directors.

4. Members of the board of directors will exercise proper authority and good judgment in their dealings with organization staff, suppliers, and the general public and will respond to the needs of the organization in a responsible, respectful, and professional manner.
5. No member of the board of directors will use any information provided by the organization or acquired as a consequence of the board member's service to the organization in any manner other than in furtherance of his or her board duties. Further, no member of the board of directors will misuse organization property or resources and will at all times keep the organization's property secure and not allow any person not authorized by the board of directors to have or use such property.
6. Each member of the board of directors will use his or her best efforts to regularly participate in professional development activities and will perform his or her assigned duties in a professional and timely manner pursuant to the board's direction and oversight.
7. Upon termination of service, a retiring board member will promptly return to the organization all documents, electronic and hard files, reference materials, and other property entrusted to the board member for the purpose of fulfilling his or her job responsibilities. Such return will not abrogate the retiring board member from his or her continuing obligations of confidentiality with respect to information acquired as a consequence of his or her tenure on the board of directors.
8. The board of directors dedicates itself to leading by example in serving the needs of the organization and its members and also in representing the interests and ideals of Public Schools at large.
9. No member of the board of directors shall persuade or attempt to persuade any employee of the organization to leave the employ of the organization or to become employed by any person or entity other than the organization. Furthermore, no member of the board of directors shall persuade or attempt to persuade any member, exhibitor, advertiser, sponsor, subscriber, supplier, contractor, or any other person or entity with an actual or potential relationship to or with the organization to terminate, curtail, or not enter into its relationship to or with the organization, or to in any way reduce the monetary or other benefits to the organization of such relationship.
10. The board of directors must act at all times in the best interests of the organization and not for personal or third-party gain or financial enrichment. When encountering potential conflicts of interest, board members will identify the conflict and, as required, remove themselves from all discussion and voting on the matter. Specifically, board members shall follow these guidelines:
 - Avoid placing (and avoid the appearance of placing) one's own self-interest or any third-party interest above that of the organization; while the receipt of incidental personal or third-party benefit may necessarily flow from certain organization activities, such benefit must be merely incidental to the primary benefit to the organization and its purposes;

- Do not abuse board membership by improperly using board membership or the organization's staff, services, equipment, resources, or property for personal or third-party gain or pleasure; board members shall not represent to third parties that their authority as a board member extends any further than that which it actually extends;
- Do not engage in any outside business, professional or other activities that would directly or indirectly materially adversely affect the organization;
- Do not engage in or facilitate any discriminatory or harassing behavior directed toward organization staff, members, officers, directors, meeting attendees, exhibitors, advertisers, sponsors, suppliers, contractors, parents, students or others in the context of activities relating to the organization;
- Do not solicit or accept gifts, gratuities, free trips, honoraria, personal property, or any other item of value from any person or entity as a direct or indirect inducement to provide special treatment to such donor with respect to matters pertaining to the organization without fully disclosing such items to the board of directors; and
- Provide goods or services to the organization as a paid vendor to the organization only after full disclosure to, and advance approval by, the board, and pursuant to any related procedures adopted by the board.

Conflict of Interest Statement (excerpted from Bylaws, section V)

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 transactions.

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.

Staff Chart Form

High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Administrative Staff						
Lead Administrator	1	1	1	1	1	1
Asst. Admin.	1	1	1	1	1	1
Business Manager/Cultural Coord	1	1	1	1	1	1
Classroom teachers, specialty teachers and paraprofessionals						
<i>Certified Teachers</i>						
Lead teacher/ Careers Coord	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	3	4	6	6	6	6
Classroom Teachers (Special Education)	1	2	2	2	2	2
<i>Paraprofessionals</i>						
ESL Coord/Coach	1	1	1	1	1	1
Head Martial Arts Instructor/Coach	1	1	1	1	1	1
Coach	2	3	5	5	5	5
Operational and support staff						
Clerical	1	1	1	1	1	1
Custodial	1	1	1	1	1	1
Total FTEs	14	17	21	21	21	21

Employment Letter of Agreement and Statement of Core Beliefs

The mission of The Kaizen Academy is to enable male, high risk, secondary school learners and dropouts within Marion County, ages 16 and older, to earn their high school diplomas and become productive life-long learners while acquiring the habits, skills, and dispositions embodied in the non-aggressive martial arts of Aikido and Jodo.

The vision of The Kaizen Academy is that while completing a rigorous academic education through computer-delivered instruction, a learner will also immerse himself in the character building components of non-aggressive martial arts of self mastery, cooperation and respect.

{date}

Dear :

It is with great pleasure that AikiConcepts, Inc. welcomes you as a valued member of The Kaizen Academy team. The vision and mission statements above appropriately describe The Kaizen Academy's philosophy and purpose. Your willingness to join our efforts by accepting a position as a {position name} is a clear indication of your readiness to capture the opportunities and conquer the challenges presented. The description of the Core Beliefs for the {position name} position is included at the end of this letter. Together we will make a difference in the lives of learners, their families and the communities we serve.

The scope of this letter makes it impossible to detail each and every benefit provided to the personnel of The Kaizen Academy. However, the general terms of your employment are as follows:

Duties and Expectations; Employment At Will Status

The Kaizen Academy {position name} is a leader, learner, and educator who embodies and can demonstrate each of the characteristics articulated in The Kaizen Academy's vision and mission statement. The document that follows this letter serves as a job description for a {position name}. In addition to these duties, The Kaizen Academy {position name} is expected to assume responsibility of duties outside of the job description as required for the successful operation of the school.

The Kaizen Academy is founded and operated on the concept of developing a culture of critical friendship. Each {position name} is expected to be a fully contributing member of a professional culture that is built on the giving and receiving of critical feedback in an effort to create the

optimal educational environment for its learners. Each {position name} is expected to commit themselves fully to their learners by participating in rigorous professional and curriculum development, the creation of project-based and Service Learning experiences, and by engaging in ongoing discourse centered around educational equity and social justice. The Kaizen Academy does not guarantee employment for any set period of time and all employees are at-will, but it will endeavor to maintain the continuity of the {position name}s and staff when consistent with the overall goals of the school. High standards for academic excellence among employees will be objectively set and rigorously evaluated in order to achieve this outcome.

The Kaizen Academy has high expectations for its professionals and in turn is committed to providing a high level of support and development to help them meet those expectations. The Kaizen Academy believes in supporting staff to become the best they can possibly be.

Commencement of Employment Relationship; Work year/days

Your employment begins on {date}. Holidays, breaks and staff development days are identified on The Kaizen Academy Calendar. The calendar is subject to change based on the impact of weather cancellations and/or make-up days. Your work year will consist of 200 work days of 8 ½ hours per day with ½ hour for lunch, and for teachers and coaches, 3 hours on a Saturday, on a rotational basis, every six weeks.

Salary

Your salary will be \${x} per year. Including the TRF contribution, the value of your contract is \${y}. This salary will be paid in bi-weekly installments, less applicable statutory and voluntary deductions. Your first bi-weekly paycheck will be disbursed on {date}. There will be 26 pays in the {date} school year.

Benefits

AikiConcepts, Inc. will make health, dental, and life insurance available to all employees. Additionally, {position name}s will be given the option to participate in the State {position name}s' Retirement Fund or a 403 (b) retirement fund. Other classifications of employees will be able to join a 403 (b) retirement fund only. AikiConcepts, Inc. will make a contribution on your behalf in accordance with Indiana law.

Thank you for interest in advancing the mission of The Kaizen Academy. We are looking forward to working with you and are optimistic about our future together.

Sincerely,

Lead Administrator

Board President

The Kaizen Academy {position name} Core Beliefs

As a {position name} committed to being a contributor to a collaborative culture, The Kaizen Academy {position name} is:

- Excited about and committed to intense collaboration with colleagues with the goal of achieving the ideal learning environment for each learner.
- Passionate about teaching and learning and demonstrates that passion daily with colleagues and learners.
- A proven collaborator and effective team member who values the ideas of others and brings their ideas to the table for the greater good.

As a {position name} committed to continuous personal and professional growth, The Kaizen Academy {position name} is:

- Committed to ongoing self and professional development in regard to education, teaching and learning and social equity.
- A learner as well as a {position name}.
- Open to innovations in the area of teaching, learning and technology with the ability to adjust to changes and implement them in the school.

As a {position name} who embodies a strong work ethic, The Kaizen Academy {position name} is:

- Committed to working hard and can provide multiple examples of the personal and professional will to put forth intense effort toward the attainment of individual and group goals.
- Able to effectively prioritize tasks in order to achieve short and long term individual and group goals.
- Able, motivated, and passionate about leading projects by effectively and efficiently managing multiple tasks using effective project management.

As a {position name} who is committed to creativity and innovation, The Kaizen Academy {position name} is:

- Comfortable with ambiguity and change with the proven ability to be flexible in the face of adversity and challenge.
- Someone who sees possibilities first and obstacles as a welcome challenge.
- Willing to take risks in the name of creativity and innovation in order to provide the optimal learning experience for learners.
- Grounded in an informed belief in progressive, non-traditional teaching and schools with the ability to clearly articulate that belief and implement practices that model that belief.
- A problem solver with the proven ability to adapt in an innovative environment that embraces creativity and change.

As a {position name} committed to social justice and equity, The Kaizen Academy {position name} is:

- Personally and professionally committed to the concepts of social justice and equity.
- Passionate about engaging in conversation and dialogue regarding issues of equity in schools.
- Committed to the creation and sustainability of an inclusive, anti-racist, equitable learning environment for all learners.
- Committed to honoring and teaching the whole learner.
- Committed to working with a diverse set of colleagues, board members, learners, families, and community members.
- Fully committed to The Kaizen Academy's vision to "end the predictive value of race, class, gender, and special abilities on success in school and life."
- Committed to interrupting practices that perpetuate the status quo.

As a {position name} committed to innovative curriculum development and instruction, The Kaizen Academy {position name} is:

- Highly experienced with project-based learning with the proven, demonstrated ability to develop engaging, project-based curricula for learners.
- Experienced in embedding and integrating the concepts of critical thinking and inquiry-based instruction and curriculum into a project-based learning environment.
- Experienced with and committed to the concept of engaging in the learning process with the student as a partner and facilitator.
- Experienced to and has the demonstrated ability to engage learners in projects that address socio-political issues and integrate service-learning experiences.

As a {position name} committed to working with integrity and with moral and ethical purpose, The Kaizen Academy {position name} is:

- Committed to being honest and fair with every person they come into contact with; no exceptions.
- Able to clearly articulate their personal and professional core beliefs; those core beliefs are congruent with the mission and vision of The Kaizen Academy.
- Committed to holding themselves accountable to the same high expectations they hold for others in the school and the community.
- Grounded in a strong personal and professional moral and ethical purpose.
- Committed to treating others with respect at all times.

As a {position name} committed to being a contributor to a culture of critical friendship, The Kaizen Academy {position name} is:

- Committed to looking critically at his/her own practice.
- Committed to being a critical friend to colleagues by providing useful, nonjudgemental feedback.
- Committed to asking the tough questions and speaking his/her truth in order to provide the optimal educational experience for learners.
- Committed to staying engaged in difficult conversations about meeting the needs of learners, families and communities.

As a {position name} committed to appreciation and infusion of the martial arts, The Kaizen Academy {position name} is:

- Committed to ongoing participation in Aikido, Jodo or both.

As a {position name} committed to working from an asset-based view of learners, families, and communities, The Kaizen Academy {position name} is

- Committed to interrupting deficit-based practices and conversations inside and outside the school community.
- Committed to focusing on the assets learners bring to the table.
- Committed to respecting all learners, unconditionally.
- Committed to honoring and celebrating the culture, heritage, and ancestry of every student.
- Experienced and comfortable working with learners of all ages.
- Willing and open to looking at everyone in our community without judgment.
- Committed to seeing the gifts and talents of every student.

Principal Evaluation Instrument

South Carolina Department of Education

Directions:

This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

Name of Principal

Date

Name of Superintendent/Designee

Date

Standard 1: Vision

A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis. • Implements, evaluates, and refines the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district’s mission and vision. • Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community. • Implements, evaluates, and refines selected portions of the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district’s mission and vision. • Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school. • Communicates the school’s vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis. • Fails to implement, evaluate or refine the plan of action for achieving the school’s vision. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning. <p>Other local criteria: _____ _____ _____</p>

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data . • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____



Standard 4: Climate

A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<p style="text-align: center;">□ Exemplary</p>	<p style="text-align: center;">□ Proficient</p>	<p style="text-align: center;">□ Improvement Needed</p>
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students’ learning. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 6: Ethical Behavior

A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

Criteria: Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 7: Interpersonal Skills

A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others. • Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Communicates effectively with stakeholders to support school and district goals. • Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Demonstrates respect for others with few exceptions. • Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Typically communicates effectively with stakeholders to support school and district goals. • Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Uses appropriate oral and written communication skills on most occasions. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Inconsistently demonstrates respect for others. • Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding. • Usually does not communicate effectively with stakeholders to support school and district goals. • Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management. • Oral and/or written communication skills hinder effective interactions with stakeholders. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 8: Staff Development

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

Criteria: Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Standard 9: Principal’s Professional Development

A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

Criteria: Performance criteria below describe the observed levels of proficiency for the principal’s professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Improvement Needed
<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>	<p>The principal’s performance is characterized by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices. <p>Other local criteria: _____ _____ _____</p>

Evidence/Supporting Data: _____

Principal Summative Evaluation Form

Principal's Name: _____

School Year: _____

School: _____

District: _____

Performance Standard	Rating Profile		
	Exemplary	Proficient	Improvement Needed
1. Vision			
2. Instructional Leadership			
3. Effective Management			
4. Climate			
5. School/Community Relations			
6. Ethical Behavior			
7. Interpersonal Skills			
8. Staff Development			
9. Principal's Professional Development			

	Exemplary	Proficient	Improvement Needed
Overall Rating			

Signature of Principal

Date

Signature of Evaluator

Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Signature of Principal

Date

Signature of Evaluator

Date

SREB

*Educational Technology
Cooperative*

Online Teaching Evaluation for State Virtual Schools

October 2006

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

Online Teaching Evaluation

Introduction

This document is based on the SREB publication *Standards for Quality Online Teaching* and provides state virtual schools in SREB states with an instrument to evaluate the quality of online teachers of middle grades and high school students. Specifically, it is designed to gauge whether an online teacher has accomplished the intent of each standard and is fully supporting student academic performance.

The evaluation has two parts. The checklist helps the evaluator assess whether the online teacher meets each standard. To ensure high-quality instruction, the teacher must meet all 11 standards. The second part, the narrative section, is critical. Here, the evaluator highlights successes and targets any steps the online teacher needs to take to improve.

The narrative includes both a formative evaluation and a summary evaluation. In the formative or ongoing evaluation, the evaluator should record observations about the teacher and outline action steps for improvement three times — at the beginning, midpoint and end of the academic year. This enables the teacher to fully understand what needs to be accomplished to ensure high-quality teaching. The goals and benchmarks established through this process are essential in helping the supervisor coach and support the online teacher to meet mutually agreed-upon goals.

At the conclusion of the academic year, the evaluator also should write a summary evaluation that summarizes the achievement of standards established by the state virtual school and addressed by the teacher during the year. The summary is essential in assessing the overall quality of the work of the online teacher. It provides an opportunity to identify reasons why some goals were not accomplished and notes any achievements beyond expectations. It is also the instrument that can be used, if necessary, to indicate the online teacher has not met expectations and should not

Online Teacher: _____

Evaluator: _____

Academic Year: _____

Academi Preparation

To what extent does the teacher meet the standard below?	Indicators	Meets standard	Does not meet standard
<i>The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.</i>	<ol style="list-style-type: none"> 1. Meets the state’s professional teaching standards or has academic credentials in the field in which he or she is teaching 2. Provides evidence that he or she has credentials in the field of study to be taught 3. Knows the content of the subject to be taught and understands how to teach the content to students 4. Facilitates the construction of knowledge through an understanding of how students learn in specific subject areas 5. Continues to update academic knowledge and skills 		

Ongoing Evaluation

Observations and Action Steps: _____ **Date:** _____

Observations and Action Steps: _____ **Date:** _____

Observations and Action Steps: _____ **Date:** _____

Content Knowledge and Skills for Instructional Technology

To what extent does the teacher meet the standard below?	Indicators	Meets standard	Does not meet standard
<p><i>The teacher has the prerequisite technology skills to teach online.</i></p>	<ol style="list-style-type: none"> 1. Demonstrates the ability to effectively use word-processing, spreadsheet and presentation software 2. Demonstrates effective use of Internet browsers, e-mail applications and appropriate online etiquette 3. Demonstrates the ability to modify and add content and assessment, using an online Learning Management System (LMS) 4. Incorporates multimedia and visual resources into an online module 5. Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively 6. Troubleshoots typical software and hardware problems 7. Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module 8. Demonstrates growth in technology knowledge and skills in order to stay current with emerging technologies 		

Ongoing Evaluation

Observations and Action Steps: _____ **Date:** _____

Observations and Action Steps: _____ **Date:** _____

Observations and Action Steps: _____ **Date:** _____

Online Teaching and Learning Management, Knowledge, Skills and Delivery

To what extent does the teacher meet the standards below?	Indicators	Meets standard	Does not meet standard
<p><i>The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.</i></p>	<ol style="list-style-type: none"> 1. Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures) 2. Facilitates and monitors appropriate interaction among students 3. Builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity 4. Promotes learning through group interaction 5. Leads online instruction groups that are goal-oriented, focused, project-based and inquiry-oriented 6. Demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers 7. Differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge 8. Demonstrates growth in teaching strategies in order to benefit from current research and practice 		
<p><i>The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.</i></p>	<ol style="list-style-type: none"> 1. Consistently models effective communication skills and maintains records of applicable communications with students 2. Encourages interaction and cooperation among students, encourages active learning, provides prompt feedback, communicates high expectations, and respects diverse talents and learning styles 3. Persists, in a consistent and reasonable manner, until students are successful 4. Establishes and maintains ongoing and frequent teacher-student interaction, student-student interaction and teacher-parent interaction 		

Online Teaching and Learning Management, Knowledge, Skills and Delivery

To what extent does the teacher meet the standards below?	Indicators	Meets standard	Does not meet standard
<p><i>The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations. (continued)</i></p>	<ol style="list-style-type: none"> 5. Provides an online syllabus that details the terms of class interaction for both teacher and students, defines clear expectations for both teacher and students, defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students 6. Provides a syllabus with objectives, concepts and learning outcomes in a clearly written, concise format 7. Uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners 8. Provides timely, constructive feedback to students about assignments and questions 9. Gives students clear expectations about teacher response time 		
<p><i>The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.</i></p>	<ol style="list-style-type: none"> 1. Facilitates student investigations of the legal and ethical issues related to technology and society 2. Establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication 3. Identifies the risks of academic dishonesty for students 4. Demonstrates an awareness of how the use of technology may impact student testing performance 5. Uses course content that complies with intellectual property rights policies and fair use standards 6. Provides students with an understanding of the importance of Acceptable Use Policies (AUP) 7. Demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information 8. Informs students of their right to privacy and the conditions under which their names or online submissions may be shared with others 		

Online Teaching and Learning Management, Knowledge, Skills and Delivery _____

To what extent does the teacher meet the standards below?	Indicators	Meets standard	Does not meet standard
<i>The teacher has experienced online learning from the perspective of a student.</i>	<ol style="list-style-type: none"> 1. Applies experiences as an online student to develop and implement successful strategies for online teaching 2. Demonstrates the ability to anticipate challenges and problems in the online classroom 3. Demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students 		
<i>The teacher understands and is responsive to students with special needs in the online classroom.</i>	<ol style="list-style-type: none"> 1. Understands that students have varied talents and skills and uses appropriate strategies designed to include all students 2. Provides activities, modified as necessary, that are relevant to the needs of all students 3. Adapts and adjusts instruction to create multiple paths to learning objectives 4. Encourages collaboration and interaction among all students 5. Exhibits the ability to assess student knowledge and instruction in a variety of ways 6. Provides student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications 		
<i>The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.</i>	<ol style="list-style-type: none"> 1. Creates or selects fair, adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability and consistency over time 2. Implements online assessment measures and materials in ways that ensure instrument validity and reliability 		

Online Teaching and Learning Management, Knowledge, Skills and Delivery

To what extent does the teacher meet the standards below?	Indicators	Meets standard	Does not meet standard
<p><i>The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.</i></p>	<ol style="list-style-type: none"> 1. Continually reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness 2. Creates assignments, projects and assessments that are aligned with students' different visual, auditory and hands-on ways of learning 3. Includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts) as part of the evaluation process 4. Provides continuous evaluation of students to include pre- and post-testing and student input throughout the course 5. Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals 		
<p><i>The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.</i></p>	<ol style="list-style-type: none"> 1. Assesses each student's background and content knowledge and uses these data to plan instruction 2. Reviews student responses to test items to identify issues related to test validity or instructional effectiveness 3. Uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness 4. Creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher peer reviews) 		
<p><i>The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.</i></p>	<ol style="list-style-type: none"> 1. Employs ways to assess student readiness for course content and method of delivery 2. Employs ways for students to effectively evaluate and assess their own readiness for course content and method of delivery 3. Understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success 4. Provides opportunities for student self-assessment within courses 		

Ongoing Evaluation

Observations and Action Steps:

Date: _____

Observations and Action Steps:

Date: _____

Observations and Action Steps:

Date: _____

Online Teaching Evaluation For State Virtual Schools

Summary Evaluation of the Teacher at the End of the Academic Year

Description of overall performance, how well expectations were met, and any achievements

Teacher is: Recommended Not Recommended

Online Teacher: _____

Evaluator: _____

Date: _____

Attachment 22

The Start-up and Ongoing Operations Plan

Task	By Whom	By When	Requirements/Outcomes
Monthly Board of Director meetings	The Board of Directors	April 2012	Meeting agendas and minutes
Submit Charter Application	The Board of Directors	August 3, 2012	The completed application
Develop the Kaizen Academy Website	School Leadership Team	October 2012	The site is online
Apply for the INDOE Charter School Planning Grant	Lead Administrator	November 1, 2012	Grant proposal and award letter
Apply for the Walton Foundation Planning Grant	Lead Administrator	November 1, 2012	Grant Proposal and Award Letter
Identify and lease or buy facility	The Board of Directors	January 1, 2013	Press Release Internal communication system
Determine size of dojo area and order mats	Business Manager	January 1, 2013	Purchase estimates
Begin to Recruit Students	Founding group	January 1, 2013	Press releases, public service announcements, the school website, brochures, application and enrollment forms
Begin Renovation of Facility	Local construction company	February 1, 2013	Occupancy Permit
Purchase equipment, and supplies	The School Leadership Team	March 1, 2013	Purchase orders and financial records approved by the board
Professional development plan	School Leadership Team	March 1, 2013	Written plan approved by school board
Recruit faculty and staff	The Founding Group	May 1, 2013	Letters of employment Board minutes
Professional development plan	School Leadership Team	February 1, 2013	Written plan approved by school board

Student Orientation	School Leadership Team	June 1, 2013	Applicant Commitment Form
Initial Professional Development	PLATO, The School Project Foundation, Martial Arts Coaches	July 2013	
Faculty Retreat	School leadership, faculty and coaches	July 29-August 2, 2013	Agenda, minutes, and professional development materials
First day of school	Everyone	August 5, 2013	Community wide celebration
Apply for the INDOE Charter School Implementation Grant	The School Leader	September 2013	Completed grant proposal
Weekly Faculty Meetings	School Leadership Team	July 2013	Written agendas and minutes
Bi-weekly Student Conferences	Kaizen Faculty and Coaches	August 15, 2013	Ongoing assessment and new goals documented

Emergency Management Crisis Response Plan

The Kaizen Academy

Christopher Howey,
Administrator

Safety Committee

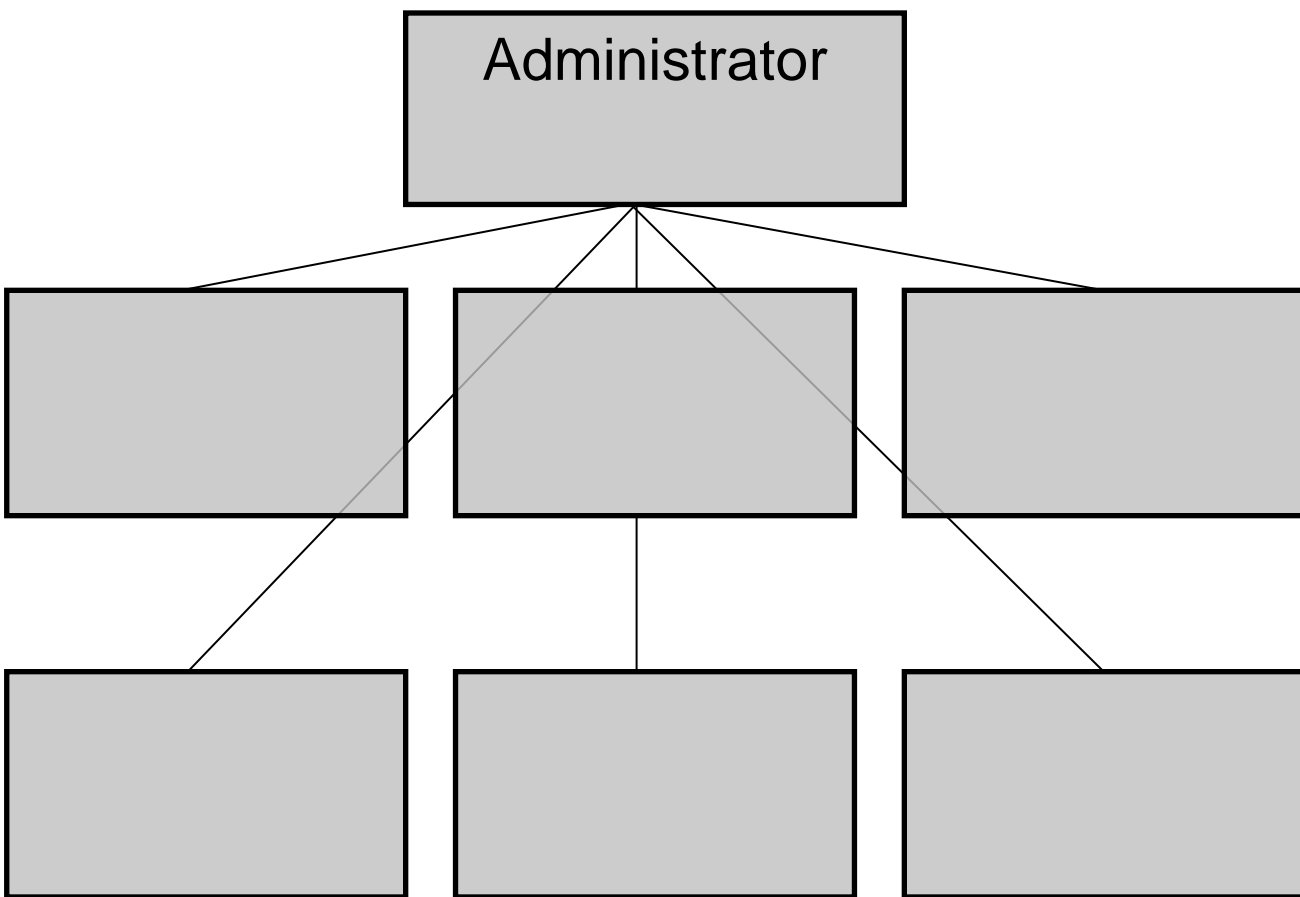
	Name	Title
Safety Committee Members		
Crisis Response Team (followed by his/her phone number)		

Crisis Team Members and Responsibilities

Crisis Team Member	Specific Job in Case of a Crisis
	<ul style="list-style-type: none"> • Initial incident Command supervisor until properly relieved by a qualified individual • Announce whatever type of situation that we are in and to notify the proper authorities.
	<ul style="list-style-type: none"> • Call 911 • Turn in all reports to the safety office • Send out notification if necessary • Anything else that needs to be done. • Assist with CPR/First Aid needs
	<ul style="list-style-type: none"> • Evacuation • Check and search the building • Rescue • Assessing situation of crisis incidents • Assist Ruthanne Adams in Initiating further EMS services • Assist with CPR/First Aid needs
	<ul style="list-style-type: none"> • Shut off the main utilities if needed. • Check the building when evacuated to make sure everyone is out. • Check South End of Building • Check South End of 3rd floor

Team Members and staff who know CPR and First Aid	Name	Title	Extension

Chain of Command



Communication System

- The primary form of communication among staff members will be through our school e-mail and verbal communication
- In the event the emergency has occurred outside of working hours, we will utilize email, and a staff phone tree to contact all staff

Yearly Orientation

Staff Orientation

The first staff meeting of the school year, we will discuss our Emergency Management Crisis Response Plan and a copy of the plan will be given to each staff member. Any changes to the plan will be discussed during subsequent staff meetings throughout the year. Any new staff members will receive a copy of the plan in his/her orientation packet

A sign in sheet will be signed by each staff member stating they have received this information upon orientation.

PART I

PREVENTION/MITIGATION

Incidents of Violence

ARMED INTRUDER

- Lockdown drills are held three times a year
- Electronic entry and 16 cameras are utilized throughout the building
- All doors to the building are locked at all times
- Procedures for entering the building for workshops, etc. are in writing and all staff members are aware of the procedures
- Staff must report any persons of interest to the office immediately
- The following staff members are trained in CPR/First Aid and may assist

BIOLOGICAL THREATS

- Mail and deliveries are only handled by designated staff members
- Staff is aware of guidelines for contamination
- The following staff members are trained in CPR/First Aid and may assist

DRIVE-BY OR SNIPER

- Procedures for armed intruder are known by all staff (see above)
- "Rumors" are reported to city police or administrator who in turn reports this information to city police
- The following staff members are trained in CPR/First Aid and may assist

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
Incidents of Violence	
FIGHTING	<ul style="list-style-type: none"> • Prompt intervention is available by staff when conflict begins • Mediation is available when needed by administration • Conflict resolution skills are reviewed periodically • The following staff members are trained in CPR/First Aid and may assist
HOSTAGE INCIDENTS	<ul style="list-style-type: none"> • Procedures for armed intruder are known by all staff (see above) • Access control of the building is utilized • All visitors sign in at the office and receive a visitor pass • Information regarding staff is only given to authorized persons • The following staff members are trained in CPR/First Aid and may assist
SHOOTING	<ul style="list-style-type: none"> • Procedures for armed intruder are known by all staff (see above) • “Rumors” are reported to an administrator who in turn reports this information to city police • The following staff members are trained in CPR/First Aid and may assist
VIOLENT OR DISRUPTIVE ADULT	<ul style="list-style-type: none"> • Access control of the building is utilized • Lockdown procedures are known by staff • Conflict resolution skills are reviewed periodically • Mediation is available when needed •

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
Natural Emergencies	
EARTH-QUAKES	<ul style="list-style-type: none"> • Staff knows to assume a duck and cover position under a desk or table, if possible • Earthquake procedures are discussed annually • Staff knows how to report injuries • • The following staff members are trained in CPR/First Aid and may

	assist
HEAVY RAINS OR FLOODS	<ul style="list-style-type: none"> • Custodians monitor boiler rooms for possible flooding during heavy rains • Staff is prepared to follow evacuation plans • • The following staff members are trained in CPR/First Aid and may assist
SEVERE THUNDER-STORMS AND/OR ELECTRICAL STORMS	<ul style="list-style-type: none"> • CIRT radio is used to monitor weather at all times • Staff knows to stay inside at the first sign of imminent weather and not to touch metal objects (zippers, metal fences, downed wires, etc.) • – listening for CIRT alerts • The following staff members are trained in CPR/First Aid and may assist
TORNADO	<ul style="list-style-type: none"> • Tornado drill is practiced 3 times each year • Staff knows procedures • Offices are provided with a detailed explanation of the exit route and the location of the shelter area • Staff knows how to report injuries. (implement incident command) • – listening to CIRT alerts • The following staff members are trained in CPR/First Aid and may assist

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)

Natural Emergencies

WINTER STORMS OR EXTREME HEAT	<ul style="list-style-type: none"> • Walkways are kept as clear and safe as possible • Building closure will be announced on television and radio • Staff will be reminded to stay hydrated in extreme heat situations • The following staff members are trained in CPR/First Aid and may assist
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Man-Made Emergencies	
BOMB THREAT	<ul style="list-style-type: none"> • Office personnel follow the police instructions • Evacuation procedures are in place (follow fire drill procedure) • Staff has been instructed to look for anything suspicious in room before leaving • Staff know exit procedure and where to assemble • In the event of a true bomb threat, staff will be moved to an off-campus site • A bomb threat checklist has been placed by all office phones • All staff members have been instructed on how to complete the checklist and follow-up procedures • • The following staff members are trained in CPR/First Aid and may assist
CHEMICAL OR ENVIRONMENTAL HAZARD	<ul style="list-style-type: none"> • Building evacuation procedures are known • Internal: Staff knows that the area will be isolated (restricted) and to wait for further instructions. • External: Staff knows to shut all windows and to pull blinds closed • • The following staff members are trained in CPR/First Aid and may assist

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
MAN-MADE EMERGENCIES	
FIREARMS/ WEAPONS PROCEDURES	<ul style="list-style-type: none"> • All staff know to report suspicion of weapons to administration • Staff knows not to attempt to take a weapon • Who and how searches for weapons will take place are known by all staff. Any search for weapons will be done by City Police • • The following staff members are trained in CPR/First Aid and may assist
NARCOTICS AND DRUGS	<ul style="list-style-type: none"> • Staff knows to report any suspicion of drugs on grounds • • The following staff members are trained in CPR/First Aid and may assist
SUBSTANCE OVERDOSES	<ul style="list-style-type: none"> • Staff knows procedures for reporting to administration • Staff knows to call 911 if situation is critical; then report to administration • Staff knows to save bottles or residue of drugs for medical personnel • • The following staff members are trained in CPR/First Aid and may assist

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
Other Crises or Emergencies	
ABDUCTION	<ul style="list-style-type: none"> • Controlled access of the building is in practice at all times. • Staff information is released only to authorized persons • Staff knows to report any suspicious activity in parking lot or surrounding areas of building • • The following staff members are trained in CPR/First Aid and may assist
CHILD ABUSE, MOLESTATION, OR NEGLECT	<ul style="list-style-type: none"> • Staff knows they MUST report suspected abuse, molestation or neglect and the procedures for doing so in this building.
DEATH OF A STAFF MEMBER	<ul style="list-style-type: none"> • Phone tree has been set up in order to contact all necessary staff members • Administrator knows to notify proper authorities • Limited Lockdown procedures are practiced three times a year (in the event of a death during the school day) • Staff members know to call 911 in the event of an emergency • • The following staff members are trained in CPR/First Aid and may assist
FIRE	<ul style="list-style-type: none"> • Fire drill procedures are in place. • Fire drills are practiced monthly • All areas are provided with a detailed explanation of the exit route for each room • • The following staff members are trained in CPR/First Aid and may assist

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
Other Crises or Emergencies	
HAZARDOUS MATERIALS	<ul style="list-style-type: none"> • Staff knows to report any spills to the office • Staff knows to restrict the area • Staff knows to follow Limited Lockdown procedures • The following staff members are trained in CPR/First Aid and may assist •
NATURAL GAS LEAK	<ul style="list-style-type: none"> • Staff knows not to use building telephones or touch light or appliance switches or use elevators or cell phones •
PANDEMIC FLU	<ul style="list-style-type: none"> • Posters of good hygiene are displayed in and around the restrooms • Anti-bacterial liquid is provided in main office and meeting rooms • Staff is encouraged to take flu shots if they are able • Proper hand washing is encouraged
SEVERE ILLNESS OR INJURY	<ul style="list-style-type: none"> • All staff know to report serious illness or injury to administration, but that if it is life threatening to call 911 first, then let administration know. • The following staff members are trained in CPR/First Aid and may assist • • Administration will complete an accident report if necessary

PART I (Cont.)

PREVENTION/MITIGATION (Cont.)	
Other Crises or Emergencies	
SUICIDE OR ATTEMPTED SUICIDE	<ul style="list-style-type: none"> • Staff is alert to warning signs for suicide and understands how to refer others to counseling. • If suicide is attempted, staff knows to report the incident to administration, but that if situation is life threatening, to call 911 and then notify the principal. • A caring atmosphere and a personal concern for all staff is emphasized in our building. • Staff knows to take all suicide threats seriously • • The following staff members are trained in CPR/First Aid and may assist
UTILITIES INTERRUPT-IION OR LOSS	<ul style="list-style-type: none"> • Staff knows to report problems to the office and await instructions, in case evacuation to another area is ordered • Custodians know how to do shut offs and to contact Facilities Management •

PART II

PREPAREDNESS	
Incidents of Violence	
ARMED INTRUDER	<ul style="list-style-type: none"> • Any person who sees an armed intruder reports this to the office immediately, the office staff then radios the City Police officer • All entry doors are locked during work hours • Emergency phone numbers are posted in administrative offices • Administrator prepares to call City Police at 911. • Incident Command is established • Crisis Team is established • The following staff members are trained in CPR/First Aid and may assist
BIOLOGICAL THREATS	<p>Internal:</p> <ul style="list-style-type: none"> • Evacuation sites identified • Custodian prepared secure/isolate area • Shelter-in-Place is announced if applicable. Staff knows procedure • Administrator is prepared to notify maintenance at 4653 and City Police at 911 • The following staff members are trained in CPR/First Aid and may assist <p>External:</p> <ul style="list-style-type: none"> • Administrator is notified and notifies City Police officer • Emergency phone numbers are posted in administrative offices • Shelter in place and notify City Police 911 or IMPD 911
DRIVE-BY OR SNIPER	<ul style="list-style-type: none"> • A lockdown is ordered over the P.A. system • All doors are locked and staff members know to stay away from windows • Staff members instruct workshop participants to stay away from windows and doors • Building administrator and office staff are prepared to call City Police 911 and/or IMPD 911 • Crisis team is notified • Incident command is established

PART II (Cont.)

PREPAREDNESS (Cont.)	
Incidents of Violence	
FIGHTING	<ul style="list-style-type: none"> • All staff members are alerted of any possible outbreaks • Intervention is prompt by City Police • Necessary paperwork is completed by administrator, City Police and witnesses for possible consequences. • The following staff members are trained in CPR/First Aid and may assist
HOSTAGE INCIDENTS	<ul style="list-style-type: none"> • A lockdown is ordered over the P.A. system • All doors are locked and staff knows to stay away from windows • Workshop participants are directed by facilitators and via intercom announcement • Administrator prepared to call City Police 911 and/or IMPD 911 • Crisis team notified, incident command activated • Staff has been advised not to comment to media
SHOOTING	<ul style="list-style-type: none"> • A lockdown is ordered over the P.A. system • All doors are locked and staff members know to stay away from windows • Workshop participants are instructed to stay away from windows and doors • Administrator prepared to call City Police 911 and/or IMPD 911 • Crisis team notified, incident command activated • Staff has been advised not to comment to media • The following staff members are trained in CPR/First Aid and may assist
VIOLENT OR DISRUPTIVE PERSON	<ul style="list-style-type: none"> • All staff are alert of any possible outbreaks • Our Police officer is notified and on stand-by to make an arrest if necessary • City Police is notified if necessary at 911 or IMPD at 911 • The following staff members are trained in CPR/First Aid and may assist

PART II (Cont.)

PREPAREDNESS (Cont.)	
Natural Emergencies	
EARTHQUAKE	<ul style="list-style-type: none"> • Duck and cover position drills are conducted periodically throughout the school year. • Administration prepared to call 911 and/or IMPD 911 • Activate crisis team and incident command • • The following staff members are trained in CPR/First Aid and may assist
HEAVY RAINS OR FLOODS	<ul style="list-style-type: none"> • FMD notified • Administration prepared to call Police 911 and/or IMPD 911 • • The following staff members are trained in CPR/First Aid and may assist
SEVERE THUNDER-STORMS AND/OR ELECTRICAL STORMS	<ul style="list-style-type: none"> • Administration prepared to call Police 911 and/or IMPD 911 • Duck and cover position drills are conducted periodically throughout the school year. • • The following staff members are trained in CPR/First Aid and may assist
TORNADO	<ul style="list-style-type: none"> • Administration prepared to call Police 911 and/or IMPD 911 • Duck and cover position drills are conducted periodically throughout the school year. • • The following staff members are trained in CPR/First Aid and may assist

PART II (Cont.)

PREPAREDNESS (Cont.)	
Natural Emergencies	
WINTER STORMS	<ul style="list-style-type: none"> • Phone tree in place • Directives from Central Office are followed with regard to possible early dismissal, cancellation of after school workshops • Custodians are prepared to keep walkways clear and safe as possible.
Man Made Emergencies	
BOMB THREAT	<ul style="list-style-type: none"> • All staff advised to keep caller talking when taking a bomb threat call. Checklist posted by office phones • Administration prepared to call 911 and/or IMPD 911 • • Incident command established
FIREAMS/ WEAPONS	<ul style="list-style-type: none"> • All staff members know to report anyone who has a weapon to administration immediately • Administration is prepared to call Police 911 and/or IMPD 911 • Crisis Team is in place if needed. Incident command established • • Staff knows lockdown procedures • Staff awaits further instructions from administration
NARCOTICES AND DRUGS	<ul style="list-style-type: none"> • Staff prepared to report any known use of drugs on campus to Administration • Administration is prepared to call 911 and/or IMPD 911 • • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Do not touch suspected drugs
SUBSTANCE OVERDOSES	<ul style="list-style-type: none"> • Staff is prepared to call 911 • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Staff and workshop participants are advised not to discuss nor speculate on situation with colleagues or media • Staff is prepared to wait with person until police or EMS arrives • Staff knows to contact office and save bottles or residue

PART II (Cont.)

PREPAREDNESS (Cont.)	
Other Crises or Emergencies	
ABDUCTION	<ul style="list-style-type: none"> • Staff and administration prepared to call 911 if they witness or suspect abduction • Staff knows to notify Administration • Lockdown is announced over the P.A. system • Await further instructions from administration • Administration is prepared to share information about the incident with staff through e-mail with advice from School and Community Relations
CHEMICAL/ ENVIRONMENT HAZARDS	<p>Internal:</p> <ul style="list-style-type: none"> • Custodians are prepared to secure/isolate area • Administrator or designee prepared to notify City Police at 911 • The following staff members are trained in CPR/First Aid and may assist <p>External:</p> <ul style="list-style-type: none"> • Administration prepared to notify City Police at 911 • Reunification forms and process are practiced and explained to staff
CHILD ABUSE, MOLESTATION, OR NEGLECT	<ul style="list-style-type: none"> • Staff members are prepared to communicate with administration regarding child abuse, molestation, and/or neglect and how to make a CPS report
DEATH (STAFF MEMBER)	<ul style="list-style-type: none"> • Staff knows to call 911 immediately • Administrator notified of death • Administration prepared to call Police 911 and/or IMPD 911 • Incident command is established • Crises Team established • Identify staff in need of support • A system is in place for notification to building staff and staff • The following staff members are trained in CPR/First Aid and may assist

PART II (Cont.)

PREPAREDNESS (Cont.)	
Other Crises or Emergencies	
FIRE	<ul style="list-style-type: none"> • Staff knows the placement of fire alarms • Staff is prepared to activate the fire alarm • Monthly fire drill procedures are followed. • Staff roster is taken from the building with administrator or designee • Workshop facilitator takes workshop sign in sheet with them from the building • The following staff members are trained in CPR/First Aid and may assist
HAZARDOUS MATERIALS	<p>Internal:</p> <ul style="list-style-type: none"> • Administrator is notified • Custodian is prepared to secure/isolate area • Evacuation sites identified • shelter-in-Place is announced if applicable • Administrator is prepared to notify and City Police at 911 • Reverse evacuation practice drills <p>External:</p> <ul style="list-style-type: none"> • Administrator is notified • Emergency phone numbers are posted in administrative offices
NATURAL GAS LEAK	<ul style="list-style-type: none"> • Administrator is prepared to notify staff • Staff knows not to operate electrical devices • Administrator prepared to follow proper protocol • Notify FMD 4653 and City Police 911 • Evacuation will take place if necessary • Evacuation process is known to all
PANDEMIC FLU	<ul style="list-style-type: none"> • Phone tree established and prepared to be used • Be aware of proper hygiene practices • Staff is encouraged to take proper precautions not to spread illness

PART II (Cont.)

PREPAREDNESS	
Other Crises or Emergencies	
SEVERE ILLNESS OR INJURY	<ul style="list-style-type: none"> • Staff prepared to call 911 if illness or injury is life threatening • Notify administrator and then administrator will call City Police at 911 • Crisis team and incident command activated if needed. • Staff is prepared to monitor patient until police/EMS arrives • Staff member or administrative designee is prepared to accompany patient to hospital until family member is contacted and available • The following staff members are trained in CPR/First Aid and may assist
SUICIDE OR ATTEMPTED SUICIDE	<ul style="list-style-type: none"> • Administrator or staff prepared to notify 911 • The following staff members are trained in CPR/First Aid and may assist • Notify principal and then principal will call City Police at 911 • Crisis team notified, incident command • Staff knows not to talk to the media
UTILITIES INTERRUPTION OR LOSS	<ul style="list-style-type: none"> • Administrator prepared to notify custodian of electrical outage and Maintenance Dispatcher 4653 and City Police at 911. • Staff members are prepared to remain calm and await further instructions • Workshop participants are instructed accordingly • All areas are equipped with flashlights for emergencies • If evacuated to another site, staff knows the procedures

PART III

EVACUATION PROCEDURES

By BLDG Area

TORNADO EVACUATION ROUTE	Turn right at the end of the hallway to stairwell #3. Proceed downstairs. Turn right at bottom of stairwell.
SAFE AREA	Lower Level – West Hall
EXIT DOOR - FIRE	Turn right into hallway and immediately exit door #10.
ASSEMBLY POINT	East parking lot
ALTERNATE EVACUATION ROUTE - FIRE	Turn right at the end of the hallway following Gym hallway to exit door # 9. Exit to left and proceed down sidewalk to South parking lot.

Part IV

RECOVERY

Incidents of Violence

ARMED INTRUDER	<ul style="list-style-type: none"> • Information given to staff as appropriate by administrator through email or Connect Ed • Crisis Team will be available for counseling • Room will be set aside for counseling of staff members • Media will be handled with assistance of school and community relations • Notification of “all clear” is given over PA system • Safety committee review incident • Memorials are planned if deaths have occurred
BIOLOGICAL THREATS	<ul style="list-style-type: none"> • Administration notifies staff through email or Connect Ed • Media is handled with assistance of School and Community Relations Department • Crisis Team will be available for counseling • Safety committee review incident
DRIVE-BY OR SNIPER	<ul style="list-style-type: none"> • Administration notifies staff through email or Connect Ed • Information given to staff as appropriate • Crisis Team will be available for counseling • Room will be set aside for counseling of staff members • Media will be handled with assistance of school and community relations • Notification of “all clear” is given over PA system • If evacuation has taken place, reunification center must set up
HOSTAGE INCIDENTS	<ul style="list-style-type: none"> • Administration notifies staff through email or Connect Ed • Information given to staff as appropriate • Crisis Team will be available for counseling • Room will be set aside for counseling of staff members • Media will be handled with assistance of school and community relations • Notification of “all clear” is given over PA system • If evacuation has taken place, reunification center must set up
SHOOTING	<ul style="list-style-type: none"> • The following staff members are trained in CPR/First Aid and may assist • Information given to staff as appropriate • Crisis Team will be available for counseling • Room will be set aside for counseling of staff members • Media will be handled with assistance of school and community relations • Notification of “all clear” is given over PA system • Administration notifies staff through email or Connect Ed

Part IV (Cont.)

RECOVERY (Cont.)	
Natural Emergencies	
EARTHQUAKES	<ul style="list-style-type: none"> • Injuries are reported to Administration • EMS is notified if necessary • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Administrator notifies City Police at 911 • Administrator awaits further instructions • Notification of “all clear” is given over PA system • If evacuation has taken place, reunification center must set up
HEAVY RAINS OR FLOODS	<ul style="list-style-type: none"> • Injuries are reported to Administration • EMS is notified if necessary • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Administrator notifies City Police at 911 • Administrator awaits further instructions • Notification of “all clear” is given over PA system • If evacuation has taken place, reunification center must set up
SEVERE THUNDER-STORMS AND/OR ELECTRICAL STORMS	<ul style="list-style-type: none"> • Injuries are reported to Administration • EMS is notified if necessary • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Administrator notifies City Police at 911 • Administrator awaits further instructions • Notification of “all clear” is given over PA system

Part IV (Cont.)

RECOVERY (Cont.)	
Natural Emergencies (Cont.)	
TORNADO	<ul style="list-style-type: none"> • Injuries are reported to Administration • EMS is notified if necessary • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Administrator notifies City Police at 911 • Administrator awaits further instructions • Notification of “all clear” is given over PA system • Crisis team will be available for counseling of staff members • Crisis team will find out if any damage was done to staff homes and will help out in any way possible • Reunification plan is put in place
WINTER STORMS	<ul style="list-style-type: none"> • Staff members are expected to watch television and listen to radio broadcasts concerning office closings • During the work day, staff members will be notified by email or Connect Ed of severe winter weather • Staff members may also be notified by the PA system if weather becomes severe during the day • Reunification plan is put in place
Man-Made Emergencies	
BOMB THREAT	<ul style="list-style-type: none"> • Take roll of staff members • Administration notifies staff through Connect Ed or Email • Media is handled with assistance from School and Community Relations • Counseling is provided through Crisis Team • Notification of “all clear” is given over PA System
FIREARMS/ WEAPONS PROCEDURES	<ul style="list-style-type: none"> • Administration notifies staff through Connect Ed or Email • Media is handled with assistance from School and Community Relations • Counseling is provided through Crisis Team • Notification of “all clear” is given over PA System
NARCOTICS AND DRUGS	<ul style="list-style-type: none"> • Administration notifies staff through Connect Ed or Email • Media is handled with assistance from School and Community Relations • Counseling is provided through Crisis Team • Notification of “all clear” is given over PA System

Part IV (Cont.)

RECOVERY (Cont.)	
Natural Emergencies (Cont.)	
SUBSTANCE OVERDOSES	<ul style="list-style-type: none"> • Staff is notified by Administration after determination by Police • Media handled with assistance from School and Community Relations • Counseling provided through School and Community Relations if needed.
Other Crises or Emergencies	
ABDUCTION	<ul style="list-style-type: none"> • Administration notifies staff through Connect Ed or email • Media handled with assistance from School and Community Relations • Counseling provided through school and community
CHEMICAL/ ENVIRONMENTAL HAZARD	<ul style="list-style-type: none"> • Reunification forms and process are put in place at evacuation site • Staff is notified through Connect Ed or email or via PA system • Media is handled with assistance from School and Community Relations • Counseling is provided through school and community Relations • Notification of “all clear” is given over PA System
CHILD ABUSE, MOLESTATION, OR NEGLECT	<ul style="list-style-type: none"> • Identify staff in need of support • Make sure all reports have been filed appropriately • Direct those in need of support or counseling to _____
DEATH (STAFF)	<ul style="list-style-type: none"> • Identify staff in need of support • Crisis Team will be contacted and available for counseling • Services or memorials are planned
FIRE	<ul style="list-style-type: none"> • Injuries are reported to Administration • EMS notified if necessary • The following staff members are trained in CPR/First Aid and may assist <ul style="list-style-type: none"> • Administrator notifies City Police at 911 • Administrator awaits further instructions • Counseling is provided through School and Community Relations office • Notification of “all clear” is given over PA System

Part IV (Cont.)

RECOVERY (Cont.)	
Natural Emergencies (Cont.)	
HAZARDOUS MATERIALS	<ul style="list-style-type: none"> • Reunification forms and process are put in place at evacuation site • Media is handled with assistance from School and Community Relations office • Crisis Team will be contacted and available for counseling • Notification of “all clear” is given over PA system
NATURAL GAS LEAK	<ul style="list-style-type: none"> • Reunification forms and process are put in place at evacuation site • Media is handled with assistance from School and Community Relations office • Crisis Team will be contacted and available for counseling • Notification of “all clear” is given over PA system
PANDEMIC FLU	<ul style="list-style-type: none"> • Phone tree and email is used to notify staff members when building is closed due to an outbreak • Continue with proper hygiene practice
SEVERE ILLNESS OR INJURY	<ul style="list-style-type: none"> • Emergency contact for staff member involved is contacted by administrator or designee • A staff member or Administrator accompanies ill/injured to hospital until personal contact can be made and is available • An accident report is always completed • Counseling is provided through school and Community Relations office
SUICIDE OR ATTEMPTED SUICIDE	<ul style="list-style-type: none"> • Administrator will contact Crisis Team • Crisis Team will be made available to staff for counseling • Follow up may take place with family by administrator or designee
UTILITIES INTERRUPTION OR LOSS	<ul style="list-style-type: none"> • “All clear” is sounded

Part V

RESPONSE

Incidents of Violence

ARMED INTRUDER	<ul style="list-style-type: none"> • Any intruder who sees an armed intruder reports this to the office immediately • A lockdown is ordered over the PA System • Administration prepares to call Police 911 and or IMPD 911 • Incident Command is established • Crisis Team is notified • Staff activated total lockdown procedures
BIOLOGICAL THREATS	<p>Internal:</p> <ul style="list-style-type: none"> • Administrator is notified • Custodian secures/isolates area • Shelter-in-Place is announced if applicable • Evacuation is announced if applicable • Administrator notifies maintenance at 4653 and City Police at 911 <p>External:</p> <ul style="list-style-type: none"> • Administrator is notified • Shelter-in-Place is announced if applicable • City Police at 911 are notified
DRIVE-BY OR SNIPER	<ul style="list-style-type: none"> • Any person who hears or witnesses a drive-by or sniper reports this to the office immediately • A lockdown is ordered over the PA system • All doors are locked and staff is instructed to stay away from windows and doors • Administration calls Police 911 and or IMPD 911 • Crisis Team is notified and incident command is established
FIGHTING	<ul style="list-style-type: none"> • Staff member reports fighting to Administrator and City Police Office in building • City Police arrest participants who are fighting
HOSTAGE INCIDENTS	<ul style="list-style-type: none"> • Any person who witnesses a hostage situation reports this to the office immediately • A lockdown is ordered over the PA system • Administration prepares to call Police at 911 and or IMPD at 911 • Incident command is established • Crisis team is notified • Media is handled with assistance from School and Community Relations Office

Part V (Cont.)

RESPONSE (Cont.)	
Incidents of Violence	
SHOOTING	<ul style="list-style-type: none"> • Any person who hears or witnesses a shooting reports this to the office immediately • A lockdown is ordered over the PA System and student/staff should be on the floor away from any threatening person. • Injuries are reported to the office • Administration prepares to call Police 911 and or IMPR 911 • Incident Command is established • Crisis Team is notified. • The following staff members are trained in CPR/First Aid and may assist
VIOLENT OR DISRUPTIVE ADULT	<ul style="list-style-type: none"> • A lockdown or restricted area may be ordered over the PA system • Administration prepares to call at 911 and or IMPD at 911 • Incident Command is established • Crisis Team is notified
Natural Emergencies	
EARTHQUAKES	<ul style="list-style-type: none"> • Incident Command is established • Crisis Team is notified • Staff assumes a duck and cover position under a desk or table, if possible • Injuries are reported to Administration • Administrator notifies City Police at 911 • Staff awaits further instructions
HEAVY RAINS OR FLOODS	<ul style="list-style-type: none"> • Incident Command is established • Crisis Team is notified • Evacuation is announced over the PA system if needed • Administrators take “to go bag” and staff roster • Staff remains away from flooded area • Staff awaits further instructions
SEVERE THUNDERSTORMS AND/OR ELECTRICAL STORMS	<ul style="list-style-type: none"> • Incident Command is established • Crisis Team is notified • Severe Weather alert is given • All staff shelter in place • Staff proceeds to the hallway and assumes duck and cover position if tornado warning develops • Staff remains in duck and cover position until the “All Clear” announcement is made.

Part V (Cont.)

RESPONSE (Cont.)	
Natural Emergencies	
TORNADO	<ul style="list-style-type: none"> • Incident Command is established • Crisis Team is notified, if necessary • Severe Weather alert is given • Staff proceeds to the hallway and assume duck and cover position • Administrator notifies City Police at 911 if there is damage or injury • Staff remains in duck and cover position until the “All Clear” announcement is made.
WINTER STORMS	<ul style="list-style-type: none"> • Directives from Central Office are followed with regard to possible early dismissal, cancellation or after school workshops • Walkways are kept as clear and safe as possible
Man-Made Emergencies	
BOMB THREAT	<ul style="list-style-type: none"> • Any person taking the call keeps the caller talking and follows the checklist posted by each office phone • Administrator is notified • Administrator notifies City Police at 911 for threat assessment • If ordered to search, search team is activated • If ordered to evacuate, take “to go bag” and staff roster • Incident command is activated if evacuation is applicable • Crisis Team is alerted if evacuation is applicable.
FIREARMS/WEAPONS PROCEDURES	<ul style="list-style-type: none"> • Any person suspecting or knowing that someone has a weapon reports this to administration immediately • Lockdown is announced over the PA system • Administration prepares to call 911 and or IMPD 911 • Incident Command is established • Crisis Team is notified • Staff awaits further instructions form administration
NARCOTICS AND DRUGS	<ul style="list-style-type: none"> • Staff reports any known use of drugs on campus to administration • Administration prepares to call Police at 911 and or IMPS at 911 • Staff does not touch the drugs if possible

Part V (Cont.)

RESPONSE (Cont.)	
Man-Made Emergencies	
SUBSTANCE OVERDOSES	<ul style="list-style-type: none"> • Notify administration immediately • Call 9011 as well as City Police at 911 – this can be either by staff member or administration depending on emergency situation • Detain anyone who may be able to provide information • Do not discuss nor speculate on situation with colleagues or others • Wait with patient until police or EMS arrives Try to find out what was taken • Save any remaining drugs or empty bottles to give to EMS. • Notify emergency contact
Other Crisis or Emergencies	
ABDUCTION	<ul style="list-style-type: none"> • Call 911 if you witness or suspect an abduction • Notify Administration • Lockdown is announced over the PA System • Await further instructions from administration • Information is shared with staff through email or Connect Ed with advice from School and Community Relations
CHEMICAL/ENVIRONMENTAL HAZARD	<ul style="list-style-type: none"> • Internal: • Administrator is notified • Custodian secures/isolates area • Shelter-in-Place is announced if applicable • City Police are notified at 911 • If evacuation takes place, “To Go Bags” are taken • Reunification forms are processed are put in place at evacuation site.
CHILD ABUSE, MOLESTATION, OR NEGLECT	<ul style="list-style-type: none"> • Any staff member privy to communication regarding child abuse, molestation, and/or neglect MUST promptly make a CPS report. In our building all alleged abuse is reported to the Administrator who fills out the report with the informant and calls CPS at 9-232-1054 • If a staff member is accused of child molestation the same reporting is made, with the addition of a call to Human Resources. HR will advise as to what action is to be taken with the staff member. • All such accusations are kept confidential

Part V (Cont.)

RESPONSE (Cont.)	
Other Crisis or Emergencies	
DEATH OF A STAFF MEMBER	<ul style="list-style-type: none"> • Notify administrator of death • Administration prepares to call Police at 911 and or IMPD 911 • Lockdown procedures are put in place • Incident command is established • Crisis Team is notified • Identify staff in need of support • Staff members will be notified by Connect Ed or email • Media will be handled by Schools and Community Relations Office
FIRE	<ul style="list-style-type: none"> • Any person witnessing a fire must activate the fire alarm • Administrator is notified • Fire drill procedures are followed; staff takes “to go bag” • Staff roster is checked for all staff members • Missing persons are reported to City Police , fire department • Wait for further instruction • If evacuation to another site is ordered, follow evacuation plan and put reunification plan in place. • Staff will be notified by Connect Ed or email if any occurrence requires the building to be closed during a scheduled working day
HAZARDOUS MATERIALS	<ul style="list-style-type: none"> • Internal: <ul style="list-style-type: none"> • Administrator is notified • Custodian secures/isolates area • Shelter-in-Place is announced if applicable • Administrator notifies FMD at 4653 • Evacuation is announced if applicable • External: <ul style="list-style-type: none"> • Administrator is notified • Shelter-in-Place is announced if applicable
NATURAL GAS LEAK	<ul style="list-style-type: none"> • Administrator is notified • Evacuation is announced over PA system • Administrator notifies FMD at 4653 and City Police at 911 • Electrical devices are not operated • Administrator follows proper protocol
PANDEMIC FLU	<ul style="list-style-type: none"> • Phone tree is used when school is closed due to an outbreak • Continue with proper hygiene practices

Part V (Cont.)

RESPONSE (Cont.)	
Other Crisis or Emergencies	
SEVERE ILLNESS OR INJURY	<ul style="list-style-type: none"> • Call 911 if illness or injury is life threatening • Notify Administration of situation • Lockdown of isolated area is ordered • Unaffected staff are moved to a safer area • A staff member or Administrator accompanies patient to hospital until emergency contact is contacted and available • An accident report is made if anyone is injured • The following staff members are trained in CPR/First Aid and may assist • • •
SUICIDE OR ATTEMPTED SUICIDE	<ul style="list-style-type: none"> • Administrator is notified • Administrator prepares to call Police at 911 and or IMPD at 911 • The following staff members are trained in CPR/First Aid and may assist • • Crisis Team is notified and made available for counseling needs • Emergency contact is called and staff member does not leave building alone
UTILITIES INTERRUPTION OR LOSS	<ul style="list-style-type: none"> • Administrator is notified • Administrator notifies custodian of electrical outage • Maintenance dispatcher is called at 4653 • City Police is called at 911 • Staff members remain calm and await further instructions



July 23, 2012

Christopher Howey
Kaizen Academy
7117 N. Olney
Indianapolis, IN 46240

RE: Charter School Insurance Requirements

Dear Christopher:

Dezellan Insurance Agency, Inc. has reviewed the insurance requirements contained within the charter school proposal documents for Ball State University. Provided Kaizen Academy receives a charter and we are fortunate enough to work with you as your insurance agent, Dezellan Insurance Agency, Inc. will ensure the school meets the guidelines as described in the following paragraphs.

General Liability will be offered at \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Automobile Liability will be offered as Hired and Non-Owned Auto with a combined single limit of \$1,000,000, unless the school purchases autos. Sexual Molestation and Misconduct coverage will be offered at a \$1,000,000 limit that is separate of the General Liability Limits. School Leaders Errors and Omissions would also be offered at separate \$1,000,000 limits. Finally, Employee Benefits Liability and Employment Practices Liability would be offered at \$1,000,000 limits. Workers Compensation and Employers Liability will be offered at \$500,000 each accident, each employee and policy limit.

In addition to these underlying liability limits, umbrella liability of \$2,000,000 would be procured in order to meet authorizer requirements.

While not required by the authorizer, our agency also recommends that the school procure coverage for student accidents at a \$25,000 per occurrence limit.

All business personal property, computers, and any improvements to your building will be insured at full replacement cost with a deductible that meets the school's needs. Employee Dishonesty coverage will be procured at \$100,000 as well as a bond for the treasurer.

Providing a cost estimate at this point is somewhat challenging due to a changing market place and because our staff has not reviewed your budget and proposal. However, we would estimate an annual premium between \$15,000 and \$22,000, which will be impacted by many factors.

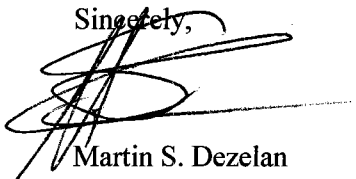
Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.

June 23, 2012
Christopher Howey
Kaizen Academy
Page 2

Our agency is also prepared to assist you in procuring small group health insurance for your employees as well as a 403(b) retirement plan that can act as a compliment or alternative to the Teachers Retirement and Public Employee Retirement Funds.

Should you or anyone within the chartering authority have any questions regarding Kaizen Academy's ability to meet these coverage requirements, please feel free to contact me via phone or by e-mail.

Sincerely,

A handwritten signature in black ink, appearing to be 'M. Dezelan', written over a horizontal line.

Martin S. Dezelan
President

**Template 18-a
 Budget Worksheets**

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

SCHOOL NAME: The Kaizen Academy	DATES COVERED: 1/1/13-6/30/13	
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)		
Other Grants (Please Describe)		
Walton Family Foundation Grant	30,000.00	Walton Family Foundation Grant
Federal Start Up Grant	125,000.00	Dept. of Education
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)		
* provide source and terms of all loans		
TOTAL CASH IN (INCOME)	155,000.00	
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal	1,600.00	
Accounting and Consulting	28,000.00	Includes Accounting, The School Project Foundation and IT services
Software	2,000.00	Komputrol Software
Fundraising		
Marketing: Including Printing and Postage	5,000.00	
Rent: Office Space and Utilities	700.00	
Supplies	3,000.00	
Equipment		
Labor	63,000.00	Two full-time employees
Other (Please Describe)	15,750.00	Payroll Taxes and Benefits
TOTAL EXPENSES	119,050.00	

Attachment 25 – Budget Narrative

In creating a preliminary budget for The Kaizen Academy, the Founding Group studied and analyzed numerous charter school statement of intents and pre-proposals, prospectus, and full charters, as well as consulting with charter school leaders, financial analysts, and the Indiana Department of Education. Book Keeping Plus and another independent charter school financial consultant have reviewed the operating budget during the past two weeks; revisions and adjustments have been made based on those reviews. The estimates used in the budget are conservative in nature in that we have underestimated revenues and overestimated expenditures. The Kaizen Academy will open in the fall of 2013 with 300 learners and will grow to 400 learners in year two.

Revenue Assumptions:

Grants / Loans:

- Federal Charter School Planning Grant (Pre-Operational)
Total Revenue = \$125,000
- Federal Charter School Start-up Grant (Year One and Two)
Total Revenue = \$200,000
- Walton Family Foundation Grant
Total Revenue = \$250,000 (combined Pre-Operational and Operational Grant)
- Common School Loan (Year One)
Total Common School Loan Revenue = \$1,020,000
The Common School Loan is a 20-year loan with a 4% interest rate. The Kaizen Academy accounts for payback of this loan starting in January of 2015, with principle and interest included.

Per Pupil Payments: The Kaizen Academy anticipates that 100% of its student population will reside in the Indianapolis Public School Corporation boundaries (IPS). Because of this estimation of student population and the most recent changes in charter school per pupil funding, the per pupil payment for the Kaizen Academy is based on an amount less than the Indiana Department of Education gave us for the IPS area. Our projected per pupil payment for 2013-2014 is \$6,800 which we have been advised is a more likely amount.

Below is the per pupil revenue breakdown for year one:

\$6,800/Learner X 300 Learners
Total ADM Revenue = \$1,020,000

Combined Title I, Title II and Federal SPED Grant (assuming less than 20% of learners will qualify for SPED or Title I funds due to their ages)

Total Title I, Title II and Federal SPED Grant = \$282,000

Total Revenue = \$2,551,000 (Pre-Operational and Year 1 combined)

Additional Revenue Assumptions not budgeted:

- We anticipate receiving various grants and donations from foundations, corporations, and individuals, but have not included those in the estimated budget. Not including those gifts in the budget will allow us to use those funds to establish an endowment to financially sustain the school in future years.
 - We have already received donated office equipment and computers valued at over \$200,000. We have not entered that into the budget due to its “in kind” nature and the difficulty of creating an exact cash value for the goods.
- a. Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Financial Contingency Plan - It is not anticipated that this will be experienced in that learner recruitment will precede staff hiring and many operational expense outlays. By the time expenses are due the actual projected income should be reasonably clear. Material and staffing expenditures will be adjusted to correspond with the budget projections.

In the event that budget revenues do not meet anticipated levels, however, we will have to carefully scrutinize of all our proposed spending. Any expenditure considered to be non-essential to the opening of the school will be adjusted. This includes staffing costs. A next-to-last step would be to see if staff was willing to reduce their salaries equitably across the entire organization in order to maintain all jobs. If the combination of reduced operating costs and salaries was not adequate to reduce the deficit then a reduction in force would be needed to bring staffing numbers into alignment with learner numbers.

Year 1 Cash Flow Contingency – The Founding Group has discussed the possibility of a charter approval with some of the local banks. We have discussed the possibility of acquiring short-term loans in the event of cash-flow issues. Banks are willing to discuss financing opportunities once a charter is awarded and a budget approved. We have also discussed the possibility at some length with our financial services provider at Book Keeping Plus. It appears to us that our cash flow situation is healthy and workable. In the event that is not the case alternate sources of income will be sought through some form of short term loan or loans.

Financial Information on Pre-existing Non-profit Organization

AikiConcepts has been incorporated since the early 1990s, with annual income and expenses hovering in the mid \$20,000s. As a tax-exempt corporation, it has annually met Internal Revenue reporting requirements, including Form 990 and its Schedule A.

As a small private school, it has not had its financial statements audited. Basically, over 90 percent of AikiConcepts' martial art school revenue was used to pay rent, property and personal property taxes, building insurance and utilities. Aikido and Jodo instructors taught without compensation. Revenue has been mainly class dues and voluntary contributions.

This attachment includes revenue/ expense statements for the years 2009, 2010 and 2011. It also includes copies of the 990-EZ Short Form submitted to the IRS for 2009 and 2010. For the accounting year 2011, the IRS changed submission requirements, and AikiConcepts was only required to send an "electronic postcard" in lieu of the 990 Form as gross receipts were under \$50,000.

Note: for accounting years 2009 and 2010, an income item called "reconciliation" was later included so that the accounting would zero out when beginning the following year. This item is not part of "income," and actually represents the total net loss for the year.

Income and Spending

1/1/2009 through 12/31/2009

Subcategory Total
=====

Income Categories

aikido	
general aikido	11349.00
Refund of fee	-50.00
Total aikido	11299.00
belly dancing	3930.00
dan fee	500.00
donation AC	2750.00
facility fee	
capoiera	0.00
yoga	201.00
Total facility fee	201.00
facility fee dance	210.00
jodo	320.00
kyu fees	140.00
loan repay	0.00
merch. sales AC	515.00
organic rhythms	192.00
Other Income	
Other Income	164.00
Total Other Income	164.00
reconciliation	421.49
t'ai chi	
monthly fee	1980.00
Total t'ai chi	1980.00
ypa	1610.00

Total Income Categories	24232.49

Expense Categories

Advertising WS	
yellow pages	440.00
Total Advertising WS	440.00
Insurance AC	717.50
Legal-Prof Fees	
legal	7.14
Total Legal-Prof Fees	7.14
meeting	8.04
merchandise	453.00
Office	
bus phone line	505.78
general supply	46.34

LD phone	5.47
Postage and shipping	1.17
Total Office	558.76
Rent	18000.00
repairs,mainten	
maintenance	30.00
Total repairs,mainten	30.00
Tax, Business AC	
Property	2293.18
sales	32.00
Total Tax, Business AC	2325.18
tax, personal prop AC	8.70
Utilities	1684.17

Total Expense Categories	24232.49

=====	
Grand Total	0.00
=====	

Income and Spending

1/1/2010 through 12/31/2010

Subcategory Total
=====

Income Categories

aikido	
general aikido	9282.50
aikido - Unassigned	525.00
Total aikido	9807.50
belly dancing	3950.00
dan fee	372.58
donation AC	2780.00
facility fee	
capoiera	0.00
yoga	71.00
zumba	854.00
facility fee - Unassigned	0.00
Total facility fee	925.00
jodo	630.00
key deposit	150.00
kyu fees	150.00
loan repay	182.16
merch. sales AC	310.00
organic rhythms	216.00
Other Income	
Other Income	60.00
Total Other Income	60.00
reconciliation	2393.91
t'ai chi	
monthly fee	2002.00
t'ai chi - Unassigned	0.00
Total t'ai chi	2002.00
ypa	920.00

Total Income Categories	24849.15

Expense Categories

Advertising WS	
yellow pages	346.50
Total Advertising WS	346.50
dan fees	678.00
Insurance AC	717.50
key deposit return	100.00
Legal-Prof Fees	
legal	7.14
Total Legal-Prof Fees	7.14

loan made	182.16
Office	
bus phone line	366.86
general supply	40.97
Total Office	407.83
Rent	18000.00
repairs,mainten	
Repairs	219.30
Total repairs,mainten	219.30
Supplies AC	
martial equip	253.00
Total Supplies AC	253.00
Tax, Business AC	
Property	2219.80
sales	33.75
Total Tax, Business AC	2253.55
tax, personal prop AC	8.60
telephone,local AC	47.13
Utilities	1628.44

Total Expense Categories	24849.15

=====	
Grand Total	0.00

Income and Spending

1/1/2011 through 12/31/2011

Subcategory Total
=====

Income Categories

aikido
general aikido 5810.00
Total aikido 5810.00
belly dancing 3852.00
donation AC 7315.00
facility fee
capoiera 0.00
yoga 100.00
zumba 780.00
Total facility fee 880.00
facility fee boxing 120.00
jodo 0.00
key deposit 100.00
kyu fees 45.00
loan for kaizen academy 2000.00
merch. sales AC 345.00
organic rhythms 120.00
Other Income
Other Income 467.00
Total Other Income 467.00
petty cash 15.00
t'ai chi
monthly fee 2194.00
Total t'ai chi 2194.00
ypa 1135.00

Total Income Categories 24398.00

Expense Categories

dojo storage 75.00
Insurance AC 717.50
kaizen academy 1411.15
key deposit return 100.00
Legal-Prof Fees
legal 7.14
Total Legal-Prof Fees 7.14
merchandise 64.00
Rent 15825.00
Supplies AC
martial equip 248.50
Total Supplies AC 248.50

Tax, Business AC
Property 2013.00
sales 19.85
Total Tax, Business AC 2032.85
tax, personal prop AC 9.38
Utilities 1245.65

Total Expense Categories 21736.17

=====
Grand Total 2661.83
=====

Form **990-EZ**

Department of the Treasury
Internal Revenue Service

**Short Form
Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
(except black lung benefit trust or private foundation)

▶ Sponsoring organizations of donor advised funds and controlling organizations as defined in section 512(b)(13) must file Form 990. All other organizations with gross receipts less than \$500,000 and total assets less than \$1,250,000 at the end of the year may use this form.

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-1150

2009

Open to Public Inspection

A For the 2009 calendar year, or tax year beginning _____, **2009, and ending** _____, **20**

- B** Check if applicable:
- Address change
 - Name change
 - Initial return
 - Terminated
 - Amended return
 - Application pending

C Name of organization
Aiki Concepts, Inc

Number and street (or P.O. box, if mail is not delivered to street address) Room/suite
5129 E 65th Street

City or town, state or country, and ZIP + 4
Indianapolis IN 46220

D Employer identification number
351812566

E Telephone number
317 2512070

F Group Exemption Number ▶

• Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A (Form 990 or 990-EZ).

G Accounting Method: Cash Accrual
Other (specify) ▶

I Website: ▶ www.aikiconcepts.org

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

J Tax-exempt status (check only one) — 501(c) (3) ◀ (insert no.) 4947(a)(1) or 527

K Check if the organization is not a section 509(a)(3) supporting organization and its gross receipts are normally not more than \$25,000. A Form 990-EZ or Form 990 return is not required, but if the organization chooses to file a return, be sure to file a complete return.

L Add lines 5b, 6b, and 7b, to line 9 to determine gross receipts; if \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **23811**

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (See the instructions for Part I.)

Revenue	1 Contributions, gifts, grants, and similar amounts received	1			2750
	2 Program service revenue including government fees and contracts	2			20546
	3 Membership dues and assessments	3			0
	4 Investment income	4			0
	5a Gross amount from sale of assets other than inventory	5a		0	
	b Less: cost or other basis and sales expenses	5b		0	
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c			0
	6 Special events and activities (complete applicable parts of Schedule G). If any amount is from gaming, check here <input type="checkbox"/>				
	a Gross revenue (not including \$ 0 of contributions reported on line 1)	6a		0	
	b Less: direct expenses other than fundraising expenses	6b		0	
c Net income or (loss) from special events and activities (Subtract line 6b from line 6a)	6c			0	
7a Gross sales of inventory, less returns and allowances	7a		515		
b Less: cost of goods sold	7b		453		
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c			62	
8 Other revenue (describe ▶ _____)	8			0	
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6c, 7c, and 8	9			23358	
Expenses	10 Grants and similar amounts paid (attach schedule)	10			0
	11 Benefits paid to or for members	11			0
	12 Salaries, other compensation, and employee benefits	12			0
	13 Professional fees and other payments to independent contractors	13			0
	14 Occupancy, rent, utilities, and maintenance	14			22820
	15 Printing, publications, postage, and shipping	15			1
	16 Other expenses (describe ▶ advertising 440, phone 511, legal 7)	16			958
17 Total expenses. Add lines 10 through 16	17			23779	
Net Assets	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18			(421)
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19			1989
	20 Other changes in net assets or fund balances (attach explanation)	20			0
	21 Net assets or fund balances at end of year. Combine lines 18 through 20	21			1568

Part II Balance Sheets. If Total assets on line 25, column (B) are \$1,250,000 or more, file Form 990 instead of Form 990-EZ.

(See the instructions for Part II.)

		(A) Beginning of year		(B) End of year	
22 Cash, savings, and investments		1989	22		1568
23 Land and buildings		0	23		0
24 Other assets (describe ▶ _____)		0	24		0
25 Total assets		1989	25		1568
26 Total liabilities (describe ▶ _____)		0	26		0
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)		1989	27		1568

For Privacy Act and Paperwork Reduction Act Notice, see the separate instructions.

Cat. No. 10642I

Form **990-EZ** (2009)

Part V Other Information (Note the statement requirements in the instructions for Part V.)

		Yes	No
33	Did the organization engage in any activity not previously reported to the IRS? If "Yes," attach a detailed description of each activity		✓
34	Were any changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the changes		✓
35	If the organization had income from business activities, such as those reported on lines 2, 6a, and 7a (among others), but not reported on Form 990-T, attach a statement explaining why the organization did not report the income on Form 990-T.		
a	Did the organization have unrelated business gross income of \$1,000 or more or was it subject to section 6033(e) notice, reporting, and proxy tax requirements?		✓
b	If "Yes," has it filed a tax return on Form 990-T for this year?		
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		✓
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions. ▶ 37a <u>0</u>		
b	Did the organization file Form 1120-POL for this year?		✓
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the period covered by this return?		✓
b	If "Yes," complete Schedule L, Part II and enter the total amount involved 38b		
39	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on line 9 39a		
b	Gross receipts, included on line 9, for public use of club facilities 39b		
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ <u>0</u> ; section 4912 ▶ <u>0</u> ; section 4955 ▶ <u>0</u>		
b	Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year or is it aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		✓
c	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 ▶ <u>0</u>		
d	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization ▶ <u>0</u>		
e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T.		✓
41	List the states with which a copy of this return is filed. ▶ <u>Indiana</u>		
42a	The organization's books are in care of ▶ <u>Evelyn Dysarz</u> Telephone no. ▶ <u>317 841 8664</u> Located at ▶ <u>7117 N Olney St, Indp's IN</u> ZIP + 4 ▶ <u>46240-3530</u>		
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	Yes	No
	If "Yes," enter the name of the foreign country: ▶ _____	42b	✓
	See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts .		
c	At any time during the calendar year, did the organization maintain an office outside of the U.S.?		✓
	If "Yes," enter the name of the foreign country: ▶ _____	42c	
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 —Check here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ 43 <u>0</u>		
44	Did the organization maintain any donor advised funds? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓
45	Is any related organization a controlled entity of the organization within the meaning of section 512(b)(13)? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓

Part VI **Section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts only.** All section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts must answer questions 46-49b and complete the tables for lines 50 and 51.

- | | | Yes | No |
|--|------------|-----|----|
| 46 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I | 46 | | ✓ |
| 47 Did the organization engage in lobbying activities? If "Yes," complete Schedule C, Part II | 47 | | ✓ |
| 48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E | 48 | ✓ | |
| 49a Did the organization make any transfers to an exempt non-charitable related organization? | 49a | | ✓ |
| b If "Yes," was the related organization a section 527 organization? | 49b | | ✓ |
- 50** Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each employee paid more than \$100,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans & deferred compensation	(e) Expense account and other allowances
none				

f Total number of other employees paid over \$100,000 **0**

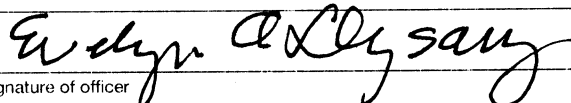
51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
none		

d Total number of other independent contractors each receiving over \$100,000 **0**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶  _____ Date _____
 Signature of officer

▶ **Evelyn A Dysarz, Board chairman** _____
 Type or print name and title

Paid Preparer's Use Only

Preparer's signature ▶ _____ Date _____ Check if self-employed Preparer's identifying number (See instructions) _____
 Firm's name (or yours if self-employed), address, and ZIP + 4 ▶ _____ EIN ▶ _____
 Phone no. ▶ _____

May the IRS discuss this return with the preparer shown above? See instructions **Yes** **No**

Short Form Return of Organization Exempt From Income Tax

2010

Open to Public
Inspection

Department of the Treasury
Internal Revenue Service

**Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code
(except black lung benefit trust or private foundation)**

▶ Sponsoring organizations of donor advised funds, organizations that operate one or more hospital facilities, and certain controlling organizations as defined in section 512(b)(13) must file Form 990 (see instructions). All other organizations with gross receipts less than \$200,000 and total assets less than \$500,000 at the end of the year may use this form.

▶ *The organization may have to use a copy of this return to satisfy state reporting requirements.*

A For the **2010** calendar year, or tax year beginning , **2010**, and ending , **20**

B Check if applicable:

- Address change
- Name change
- Initial return
- Terminated
- Amended return
- Application pending

C Name of organization: **Aiki Concepts, Inc**

Number and street (or P.O. box, if mail is not delivered to street address) Room/suite
5129 E. 65th Street

City or town, state or country, and ZIP + 4
Indianapolis IN 46220

D Employer identification number: **351812566**

E Telephone number: **317 8418664**

F Group Exemption Number ▶

G Accounting Method: Cash Accrual Other (specify) ▶

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

I Website: ▶ **www.aikiconcepts.org**

J Tax-exempt status (check only one) – 501(c)(3) 501(c) () ◀ (insert no.) 4947(a)(1) or 527

K Check if the organization is not a section 509(a)(3) supporting organization and its gross receipts are normally not more than \$50,000. A Form 990-EZ or Form 990 return is not required though Form 990-N (e-postcard) may be required (see instructions). But if the organization chooses to file a return, be sure to file a complete return.

L Add lines 5b, 6c, and 7b, to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, line 25, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **22123**

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I.)
 Check if the organization used Schedule O to respond to any question in this Part I

	Description		Amount
Revenue	1 Contributions, gifts, grants, and similar amounts received	1	2780
	2 Program service revenue including government fees and contracts	2	19033
	3 Membership dues and assessments	3	0
	4 Investment income	4	0
	5a Gross amount from sale of assets other than inventory	5a	0
	b Less: cost or other basis and sales expenses	5b	0
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	0
	6 Gaming and fundraising events		
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	0
	b Gross income from fundraising events (not including \$ _____ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	0
c Less: direct expenses from gaming and fundraising events	6c	0	
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d	0	
7a Gross sales of inventory, less returns and allowances	7a	310	
b Less: cost of goods sold	7b	253	
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c	57	
8 Other revenue (describe in Schedule O)	8	0	
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 ▶	9	21870	
Expenses	10 Grants and similar amounts paid (list in Schedule O)	10	0
	11 Benefits paid to or for members	11	0
	12 Salaries, other compensation, and employee benefits	12	0
	13 Professional fees and other payments to independent contractors	13	0
	14 Occupancy, rent, utilities, and maintenance	14	22794
	15 Printing, publications, postage, and shipping	15	0
	16 Other expenses (describe in Schedule O)	16	1520
	17 Total expenses. Add lines 10 through 16 ▶	17	24314
Net Assets	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18	(2444)
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	1568
	20 Other changes in net assets or fund balances (explain in Schedule O)	20	0
	21 Net assets or fund balances at end of year. Combine lines 18 through 20 ▶	21	(876)

Part II Balance Sheets. (see the instructions for Part II.)

Check if the organization used Schedule O to respond to any question in this Part II

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments	1568	22 (876)
23 Land and buildings	0	23 0
24 Other assets (describe in Schedule O)	0	24 0
25 Total assets	1568	25 (876)
26 Total liabilities (describe in Schedule O)	0	26 0
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	1568	27 (876)

Part III Statement of Program Service Accomplishments (see the instructions for Part III.)

Check if the organization used Schedule O to respond to any question in this Part III

Expenses
(Required for section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts; optional for others.)

What is the organization's primary exempt purpose? instruct in Asian martial arts and culture
Describe what was achieved in carrying out the organization's exempt purposes. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.

28 <u>Instruction in martial arts, Asian culture, and self defense, to ongoing classes, about 25 students</u> (Grants \$ <u>0</u>) If this amount includes foreign grants, check here <input type="checkbox"/>	28a	24314
29 (Grants \$ <u> </u>) If this amount includes foreign grants, check here <input type="checkbox"/>	29a	
30 (Grants \$ <u> </u>) If this amount includes foreign grants, check here <input type="checkbox"/>	30a	
31 <u>Other program services (describe in Schedule O)</u> (Grants \$ <u> </u>) If this amount includes foreign grants, check here <input type="checkbox"/>	31a	
32 Total program service expenses (add lines 28a through 31a) <input type="checkbox"/>	32	24314

Part IV List of Officers, Directors, Trustees, and Key Employees. List each one even if not compensated. (see the instructions for Part IV.)

Check if the organization used Schedule O to respond to any question in this Part IV

(a) Name and address	(b) Title and average hours per week devoted to position	(c) Compensation (if not paid, enter -0-)	(d) Contributions to employee benefit plans & deferred compensation	(e) Expense account and other allowances
Evelyn A. Dysarz, 7117 N. Olney St, Indpls IN 46240	Bd chair, treas, 10 hrs	0	0	0
Christopher L. Howey, 7117 N. Olney St, Indpls IN 46240	Bd member, .1 hrs	0	0	0
Jim VanRenterghem, 6180 S. Fox Chase, Pendleton IN 46064	Bd member, .1 hrs	0	0	0
John North, PO Box 502557, Indpls IN 46250	Bd member, .1 hrs	0	0	0
Tim Luley, 7834 E. 71st St, Indpls IN 46256	Bd member, .1 hrs	0	0	0
Vinh Tran, 11493 E. 106th St, Fishers IN 46038	Bd member, .1 hrs	0	0	0
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Part V Other Information (Note the statement requirements in the instructions for Part V.)

Check if the organization used Schedule O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		✓
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		✓
35	If the organization had income from business activities, such as those reported on lines 2, 6a, and 7a (among others), but not reported on Form 990-T, explain in Schedule O why the organization did not report the income on Form 990-T.		
a	Did the organization have unrelated business gross income of \$1,000 or more or was it a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements?		✓
b	If "Yes," has it filed a tax return on Form 990-T for this year (see instructions)?		
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		✓
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions. ▶ 37a		
b	Did the organization file Form 1120-POL for this year?		✓
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		✓
b	If "Yes," complete Schedule L, Part II and enter the total amount involved 38b		
39	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on line 9 39a		
b	Gross receipts, included on line 9, for public use of club facilities 39b		
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ _____ ; section 4912 ▶ _____ ; section 4955 ▶ _____		
b	Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		✓
c	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 ▶ 0		
d	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization ▶ 0		
e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T.		✓
41	List the states with which a copy of this return is filed. ▶ IN		
42a	The organization's books are in care of ▶ Evelyn Dysarz Telephone no. ▶ 317 8418664 Located at ▶ 7117 N. Olney St, Indpls IN ZIP + 4 ▶ 46240		
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		✓
	If "Yes," enter the name of the foreign country: ▶ _____ See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
c	At any time during the calendar year, did the organization maintain an office outside of the U.S.?		✓
	If "Yes," enter the name of the foreign country: ▶ _____		
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041—Check here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ 43		
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓
b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓
c	Did the organization receive any payments for indoor tanning services during the year?		✓
d	If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

	Yes	No
45 Is any related organization a controlled entity of the organization within the meaning of section 512(b)(13)?		<input checked="" type="checkbox"/>
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)		<input checked="" type="checkbox"/>
46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		<input checked="" type="checkbox"/>

Part VI Section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts only. All section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts must answer questions 47-49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI

	Yes	No
47 Did the organization engage in lobbying activities? If "Yes," complete Schedule C, Part II		<input checked="" type="checkbox"/>
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	<input checked="" type="checkbox"/>	
49a Did the organization make any transfers to an exempt non-charitable related organization?		<input checked="" type="checkbox"/>
b If "Yes," was the related organization a section 527 organization?		<input checked="" type="checkbox"/>

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each employee paid more than \$100,000	(b) Title and average hours per week devoted to position	(c) Compensation	(d) Contributions to employee benefit plans & deferred compensation	(e) Expense account and other allowances
none				

f Total number of other employees paid over \$100,000

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and address of each independent contractor paid more than \$100,000	(b) Type of service	(c) Compensation
none		

d Total number of other independent contractors each receiving over \$100,000

52 Did the organization complete Schedule A? **Note:** All section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A Yes No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: *Evelyn A. Dysarz* Date: *April 18, 2011*

Type or print name and title: Evelyn A. Dysarz, Board chair and treasurer

Paid Preparer Use Only

Print/Type preparer's name: _____ Preparer's signature: _____ Date: _____ Check if self-employed PTIN: _____

Firm's name: _____ Firm's EIN: _____

Firm's address: _____ Phone no.: _____

May the IRS discuss this return with the preparer shown above? See instructions Yes No