



*veritas et virtus*

*THE MISSION OF VALOR CLASSICAL ACADEMY IS TO EDUCATE THE MINDS  
OF STUDENTS TO SEEK TRUTH, BEAUTY, AND GOODNESS AS THEY PURSUE  
ACADEMIC EXCELLENCE THROUGH A RIGOROUS, CONTENT-RICH  
CURRICULUM THAT DEVELOPS MORAL CHARACTER AND CIVIC VIRTUE.*

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The mission of Valor Classical Academy is to educate the minds of students to seek truth, beauty, and goodness as they pursue academic excellence through a rigorous, content-rich curriculum that develops moral character and civic virtue.

**SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION**

**Name and location of proposed charter school:** Valor Classical Academy in Hamilton County, Indiana

**PLAN A**

10330 N. Meridian, Indianapolis, IN 46290

**PLAN B**

10404 Orchard Park Drive South, Carmel, IN

**Legal name of group applying for charter:** Indiana Classical Schools Corporation d/b/a Valor Classical Academy

**Holly Wilson, President**

**Matt Wolf, Vice President**

IT Manager

Co-founder and current board President of Seven Oaks Classical School, a Hillsdale-member charter school

**Jim Huse, Treasurer**

Certified public Accountant

MBA, Kelley School of Business, IN

Nearly two decades of experience in mergers and acquisitions and capital markets advisory

**Karen Reynolds, Secretary**

Retired public school administrator

Retired consultant for school improvement

**Beth Glynn, Member**

CPA, Elanco

International Tax Director

**Michael Gallo, Esq., Member**

Attorney, Eli Lilly and Company

Associate Director of Trial Capabilities and Global Business Operation

**David Meisenhelder, Member**

Business Owner

Commercial Real Estate Broker

**Jim Bridenstine, Member**

Owner, BuildSmart Construction, LLC

Commercial Construction General Contractor

**Designated applicant representative:**

Holly Wilson, 324 Catalpa Court, Noblesville, IN 46062, Phone: 317-610-1905 Email address: wiljh10@msn.com

**Model or focus of proposed school:** Classical liberal arts, virtue-focused, civic-centered

**Proposed Grade Levels and Student Enrollment**

Year 1   2023	K-6	378
Year 2   2024	K-7	432
Year 3   2025	K-8	486
Year 4   2026	K-9	540
Year 5   2027	K-10	594
At Capacity	K-12	702

**Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?** No, However the school will use Indiana Charters, LLC to provide contractual services. Indiana Charters LLC will not be in the managerial chain.

**Proposed Head of School Information:** David Wright, founding Head of School at Valor Classical Academy, has devoted his career to classical education. His work over the last 20 years includes teaching AP Literature, Great Books, and Humanities at both public and private schools, as well as developing and writing upper school classical curricula as the Literature Curriculum Director at Memoria Press.

**Will a proposal for the same charter school be submitted to another authorizer in the near future?** No.

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## PROPOSAL NARRATIVE

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### *EXECUTIVE SUMMARY*

**Mission and Vision.** The mission of Valor Classical Academy is to educate the minds of students to seek truth, beauty, and goodness as they pursue academic excellence through a rigorous, content-rich curriculum that develops moral character and civic virtue. Valor Classical Academy's vision is to partner with families in strengthening the character and educating the mind of each Valor student, ultimately guiding them to love learning and to understand, respect, and support the founding principles of our great nation for the rest of their lives, leaving a valuable legacy for future generations to build upon.

Valor will fill a critical gap in K-12 education in Hamilton County, Indiana, by offering a tuition-free, rigorous, content-rich, civics-centered, classical education grounded in the foundational tenets of our Western heritage and centered on Truth and Virtue (*Veritas et Virtus*). Valor will focus on whole-person education - training and equipping the next generation of free citizens with the ability to think critically; to read, write, and speak skillfully; and to reflect classical, permanent ideals and virtues - courage, integrity, respect, humility, wisdom, responsibility, friendship, and perseverance. The school will promote a model of education that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character. Grace Schools Charter Authority will hold Valor Classical Academy to standards that put students first, of high expectations, excellence in leadership, commitment to innovation, and rigorous and transparent accountability.

Students will be introduced and regularly exposed to primary source documents, will be engaged in Socratic dialogue, and will study the Great Works of literature, which express and explore universal truths that provide insight into our heritage, our individual personhood, and what it means to live a meaningful life. Valor's time-honored and time-tested liberal arts curriculum and pedagogy will direct student achievement toward mastery of the foundational skills in order to build to higher level academic skills and toward exploration of the arts and sciences. Valor will enrich and develop the moral character of its students through its vibrant school culture, curricular, co-curricular, and extracurricular activities, in an effort to honor and nurture the child's humanity with a constant view to the potential adult. In sum, Valor will train the minds and hearts of its students to seek the Truth and Virtue necessary to develop good citizens in a free society.

**Educational Need and Target Population.** Across the nation, Hillsdale-affiliated schools have exhibited high performance for all students as evidenced by test scores, exit exams, and other awards and accolades. The Hamilton County community has shown a growing interest in Valor Classical Academy, which will become the county's first K-12, tuition-free, classical charter school and the second school of its kind in the state of Indiana. In 2021, 102,057 students were enrolled at district schools within a 10-mile radius of the school's proposed location. The composition of students in Valor's estimated enrollment zone is consistent with statewide averages. Valor's targeted population includes a well-established network of tuition-based non-secular schools and many "pop-up" tuition-based schools, altogether experiencing rapid growth as they receive students fleeing the county's district schools. Of these schools, many don't offer traditional 5-day schedules, and only a handful are self-defined as "classical"; many are not willing or able to serve special needs, ELL, or low-income students and some only serve students through 8th grade. A tuition-free, classical education for all K-12 students is not available in or nearby the targeted student population. In accordance with Indiana Code 20-24-5, Valor Classical Academy is open to any student who resides in Indiana. Valor Classical Academy does not discriminate on the basis of race, color, gender, religion, national origin, or any other characteristics protected by law. Valor Classical Academy seeks to fulfill this need in Hamilton County.

**Community Engagement.** Since the beginning of Valor's creation, the Founding Board has been diligent to engage the community and parents of potential students. The board frequently shares school updates and information on the school's website, facebook and instagram. The website, which collects interest from volunteers and prospective students, shows evidence of significant support in our area not only for K-6 grades, but for upper grades as well. Valor's Founding Board members have found overwhelming support among community leaders, business owners, elected representatives, teachers and administrators, school choice advocacy groups, and both former and current district school board members as well as candidates from multiple school districts, including in the district of Valor's desired location. These groups have shown their support by donating event and meeting spaces, by volunteering for marketing events, and by making significant donations to the establishment of the school. The Founding Board's marketing committee is developing plans for additional events and meetings to build support for Valor Classical Academy.

**Education Plan/School Design.** Valor Classical Academy's content-specific curriculum and teaching strategies are research-based and proven to be effective with all levels and groups of students. Elementary students spend the day with one teacher, with enrichment classes and special education taught by specialists. The school will have a classroom-based learning environment where the curriculum aligns with and exceeds the Indiana Academic Standards. keystones of the school's classical education are the Socratic Method of teaching, Latin, the study of primary sources and the Great Books, and a curriculum that is literacy strong, content-specific, civic-centered and teaches the Western heritage of our country. Valor will use Hillsdale College's K-12 Program

Guide which is largely based on The Core Knowledge Sequence, a research-based instructional, content-specific, scaffolded structure of learning built on prior knowledge with a long history of continuing success. The classical education philosophy dates back 2,500 years to ancient Greece and has become a novel form of education today. Classical education has seen resurgence in the past few years, and the results have been impressive. At the 54 Hillsdale-affiliated schools throughout the country, 14,000 students are enrolled and 8,000 students are wait-listed. These schools consistently produce SAT scores and 4-year college placement rates that are higher than the national average. The school leadership will ensure the use of regular formative assessments to inform instruction in order that all students learn and will produce in-depth data in order to measure success.

Valor Classical Academy aims to reform public education by providing a tuition-free education in the liberal arts and sciences with instruction in the principles of moral character and civic virtue. These elements are vital to the development of the whole student and are neither included as a priority in the curriculum or instruction at district public schools. With moral character and civic virtue at the heart of its mission and guiding the vision of Valor, these elements will always be included in the instruction at Valor Classical Academy.

**Vision for Growth.** Valor Classical Academy plans to open its doors in the fall of 2023 to approximately 378 students in grades K-6 with 54 students in each grade. Each grade will have multiple sections, with K-1 sections not to exceed 18 students and grades 2-6 sections not to exceed 27 students. Each year for the next 7 years, one grade will be added through 12th grade. At full capacity for the 2029 school year, the school will serve approximately 702 K-12. Valor Classical Academy's first graduating class will be the Class of 2030. The school's plan to grow into a K-12 school is supported by the demand for K-12 classical education throughout the country as evidenced by the success of nation-wide Hillsdale-affiliated K-12 charter schools, where more than 14,000 students are currently enrolled and more than 8,000 students are wait-listed. A K-12 school will offer students and families continuity of curriculum, instructional methods, school philosophy and culture. With a growing number of families exiting Hamilton County district schools, and as evidenced by interest shown from Valor's prospective families, Valor Classical Academy expects each grade to be enrolled at capacity.

**Leadership and Governance.** Valor Classical Academy's founding group was selected by Hillsdale College in a competitive process from the largest applicant group to date to receive charter school support. The board has been enriched by this initial training and support and will open the school with ongoing support from Hillsdale College's K-12 Office for the College's K-12 curriculum. Additionally, Valor will be held accountable to its authorizer for best practices and effectiveness in alignment with the school's authorized charter. In accordance with Indiana's charter school laws, Valor Classical Academy will be subject to all federal and state laws and constitutional provisions.

The Governing Board is following the Carver Model of Policy Governance as recommended by Hillsdale College's K-12 office, and is using Dr. Brian Carpenter's training materials. The board and school leadership will be regularly trained and assessed by leaders of excellence such as Dr. Brian Carpenter, in specific fields to an extent that exceeds local, state, and federal standards. The Board will use regular and guided assessments to gauge its progress and to measure its stewardship of the charter, of public trust, and of public funds ensuring members are carrying out their duties in a professional and ethical manner at all times for the purpose of achieving overall school and student success.

The Founding Board's only position to hire is the Head of School. The board hired a Head of School who received a recommendation from The Hillsdale College K-12 Office, and who meets the high standards for the Head of School position in alignment with Hillsdale College's recommendations. The Head of School will perform the rest of the school's hiring process, report directly to the Governing Board and is responsible for all school staff, the day-to-day operations, and the academic program. Upon the school's opening, the Founding Board will transition to the school's Governing Board. The Governing Board is not involved in the day-to-day operations, but creates policy, raises funds, connects with the community and oversees fidelity of the Charter. If a Head of School cannot be hired by the time of the school's opening, the Governing Board will be well-established, well-balanced, and capable of interim school leadership while continuing the Head of School search.

The Founding Board represents strong experience relevant to the key areas required for success of the school's mission, model, methods, goals, and vision. Collectively, they have practical lifetime experience not just in education, but specifically in classical education, Hillsdale-affiliation, and Indiana charter schools as well as in legal matters, finances, business ownership, commercial real estate management, and commercial construction management. As longtime residents in various cities throughout Hamilton County, the board also brings well-established community connections to the school. The board selected an authorizer who is familiar with the Hillsdale model charter school program and who prioritizes transparency, accountability and the school's autonomy. Altogether, these measures and strengths of the Founding Board and of the future school leadership ensure the school's integrity and fidelity to its mission from the beginning and throughout the life of its charter.

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## FOUNDING GROUP & SCHOOL LEADERSHIP

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### *Founding Group Membership*

***1. Identify key members of the founding group, and others who will share responsibility for the school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will thus share responsibility for the school. These may include proposed Governing Board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.***

- Holly Wilson
- Matt Wolf
- Jim Huse
- Jim Bridenstine
- Karen Reynolds
- Beth Glynn, CPA
- Michael Gallo, Esq
- David Meisenhelder
- Tara Nichols  
(former member)

***Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:***

### ***School leadership, administration and governance***

Matt Wolf

- Founding Board member of Seven Oaks Classical School in Ellettsville, IN
- Currently Board President of Seven Oaks Classical School

Karen Reynolds

- School administrator in grades K-6 and 7-9
- Director Of Secondary Curriculum at the school district level
- Director of Human and Public Relations at the school district level

Michael Gallo

- attorney with over a decade of broad-based legal experience
- responsible for representing and zealously advocating for the interests of clients in the courtroom, boardroom, and beyond
- ensuring compliance with relevant corporate policies and procedures

### ***Curriculum, Instruction, and Assessment***

Tara Nichols

- Educational Liaison - Facilitate communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Curriculum Development - curriculum development to meet the needs and demands of the culture/population. Researching, developing, and executing curriculum.

Karen Reynolds

- Elementary teacher
- Building administrator - responsible for evaluating teachers, student discipline, parent and community relations
- District Secondary Curriculum Director – responsible for ensuring the development and delivery of curriculum at the secondary level, oversight of teacher in-service, alignment of curriculum and instruction.
- Educational consultant – responsible for helping teachers and administrators learn how to disaggregate, analyze and apply data from state testing to improve student achievement; developing and delivering appropriate training for teachers and administrators; and advising principals and central office administrators in the areas of student achievement. Worked with and advised superintendents, principals and teacher leader teams.

Michael Gallo

- As a Teaching and Research Assistant in 2nd and 3rd year of law school - responsible for educational instruction (both group lecturing and individual tutoring) in subject area (torts).

### ***Performance management***

Matt Wolf

- Designed the Head of School evaluation process at Seven Oaks Classical School

Karen Reynolds

- As a classroom teacher – responsible for managing and evaluating student learning and performance.
- As a school administrator – responsible for managing and evaluating teachers and non-certified staff.
- As school district administrator - responsible for overseeing curriculum and teacher training
- As Corporate Manager of Communications and Public Relations for a large insurance company – responsible for hiring, evaluating, training and supporting staff members.

Tara Nichols

- Teacher and Director of Logic School - planned all instruction, implemented and integrated lessons, motivated students, provided evaluating feedback to staff, students, and parents.
- Support and implement school regulations, policies and procedures

Michael Gallo

- As a mid-level law firm Associate Attorney – responsible for handling of nation-wide litigation caseload (spanning from claims handling, to small individual product liability cases filed across the US, to assistance in large multi-district litigation proceedings), including oversight of litigation team members (lower level attorneys and paralegals).
- As an Associate Director in a Global Business Operations Contracts Group – responsible for overseeing and evaluating performance of outside vendors (clinical research organizations and other networks performing outsourced clinical trials on behalf of the company, etc.) and mentoring and advising team members from onboarding to full value integration and beyond.

David Meisenholder

- In management positions in several large corporations in Texas, Florida and Indiana - responsible for overseeing personnel and growth in corporation assets

### ***Financial, business and school operations management***

Matt Wolf

- On Governing Board of Seven Oaks Classical School
- Business degree of Indiana University - Bloomington
- IT Manager for 19 years

Tara Nichols

- Supervised and evaluated Upper Logic School students inside the school and service projects.
- Oral and written communication with parents and staff
- Worked collaboratively and cooperatively to bring the Upper Logic School (Grade 8 and above) to a local private school.

Beth Glynn

- Certified Public Accountant
- B.S.degree in accounting and mathematics
- J.D. degree, Indiana University
- Experience in risk management, technology, tax compliance

Jim Huse

- Certified Public Accountant (inactive)
- Masters of Business Administration, Kelley School of Business, Indiana University
- Bachelor's of Science in Business Administration, Kelley School of Business, Indiana University
- Nearly 2 decades of experience in mergers and acquisitions and capital markets advisory

Karen Reynolds

- As school administrator at three levels –experienced in dealing with budgets, school boards, state law, grant writing and organizational issues.
- As manager in large business – experienced in building and managing department budgets
- As owner of an educational consulting firm – experienced in dealing with contracts, budgeting and workflow issues.

Holly Wilson

- As a small business manager - responsible for creating proposals, invoices, payment processing, appointments, scheduling, creating timelines, and meeting deadlines; responsible for connecting project managers, contractors, clients, consultants, and product representatives; responsible for creating and managing content for branding and marketing.

Michael Gallo

- As an attorney – responsible for handling highly-sensitive confidential and proprietary information with care, communicating instructions and legal advice between legal departments and business units internationally, and ensuring compliance with *relevant corporate policies and procedures*.

David Meisenholder

- As small business owner, responsible for establishing and organizing the systems and ongoing operations of the business
- As a partner in Strategic Capital Partners - oversaw implementation and oversight of all business plans, financial performance, managing distributions and investor reporting. Participated in all development, acquisition, and disposition activities.

Jim Bridenstine

- Founder and co-owner of BuildSmart Construction, LLC – a commercial construction general contractor headquartered in Carmel, IN; founded in 2009; been in the commercial construction business for 22 years

***Parent and community engagement***

Holly Wilson

- As a classroom aide - interacted with parents and the community over the course of many years.
- As a small business manager - responsible for creating proposals, invoices, payment processing, appointments, schedules, and timelines; responsible for connecting project managers, contractors, clients, consultants, and product representatives.
- As a community volunteer for district public schools, local churches, parent groups, childcare systems, military support groups, including working with teachers, public servants, lawyers, legislators, local representatives, doctors, farmers, bankers, real estate brokers, agents, and investors.

Tara Nichols

- As an Educator - Responsible for day to day academic responsibilities of students, Clear communication with peers and parents and creating and executing programs to serve the student body and community
- As an Upper Logic School Director - Communicated with students, staff and parents daily, created service projects for students to implement for staff and the community. Communicated clearly to parents the teacher/parent co-relationship in a university-style school

Karen Reynolds

- As school administrator at elementary and secondary level – responsible for dealing with parents and print publications for school staff, parents and the community.
- As school district Director of Community and Public Relations – responsible for written publications for the school community and for developing and maintaining positive relationships between the corporation and its schools, as well as between the school corporation and businesses and community organizations.
- As Corporate Manager of Communications and Public Relations -developed a business/school partnership with Shortridge Junior High School. Also, worked with the Indianapolis Chamber of Commerce on public education issues.

Michael Gallo

- As a father of elementary-aged children – interacted with teachers, students, and administration in the community involved in all types of educational opportunities (public, private, religious, and home school).
- As a community football coach (assistant high school and volunteer youth) – interacted with upper level and lower level students and their parents in the community, hearing strong concerns regarding current academic options

Jim Bridenstin

- Jim has created lasting relationships in the community through school, church, and various other family organizations.

***Facilities management***

Matt Wolf

- Led process to secure financing for Seven Oaks Classical School purchase and renovation of a facility
- Assisted in bond issue to refinance debt and complete the 2nd phase of renovations for Seven Oaks

Karen Reynolds

- As owner/manager of rental properties for many years - responsible for overseeing the maintenance of the properties.

David Meisenhelder

- Performed property management and leasing services for commercial real estate
- Served on Duke Realty Corporations real estate acquisition team

Jim Bridenstine

- A commercial construction general contractor headquartered in Carmel, IN and founded in 2009;
- Has been in the commercial construction business for 22 years
- BuildSmart focuses on tenant improvement build-outs and small ground-up construction in central Indiana and the Midwest

***Provide, as Attachment 1, full resumes (including contact information) and professional bios for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school. Please label each document with the individual's affiliation with the proposed school. See Attachment 1. Add Jim Huse and Jim Bridenstine***

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

- Eric Coykendall, Director of Hillsdale College K-12 Education Office, *Curriculum support*
- Dr. Brian Carpenter, The Board Doctor, *Board training materials*
- Kevin L. Davis, CEO Indiana Charters, LLC, *Bookkeeping, Executive Coach, Educational Consulting, Non-profit Consulting, Budgeting, IT Consulting, Administrative Assistance, Data Reporting, Human Resources, Payroll Services*
- David Wright, Valor Classical Academy Head of School, *professional development program for faculty and staff*



The Founding Group of Valor Classical Academy has the added benefit of a board member's expertise in opening a successful Hillsdale College member charter school. Additionally, Hillsdale College's K-12 Education Office has the knowledge, experience, expertise and resources necessary for establishing a successful classical charter school. Hillsdale College does not offer financial support or charge for their services. However, they provide guidance through the founding process and through the early years of development, assist in selecting a school leader, and provide support and training for the school leaders, teachers and board members. Valor Classical Academy will continue to receive curriculum support through Hillsdale College's K-12 Education Office.

### **Background**

**1. Explain the circumstances and motivations that brought the Founding Group together to propose this school.** The members of the Founding Board have a history of intense interest, involvement and support of education at all levels. In the founding group, all are parents, two have taught school, one has been an administrator and educational consultant and one was on the Founding Board of the only Hillsdale-member charter school in Indiana. For several years the members have been disappointed in the conventional public schools in the areas of academic performance, strength of curriculum, and the schools' lack of development of students as learners and leaders. It is out of this concern that the board members joined together to establish a tuition-free public charter school that would provide a strong, cohesive curriculum and development in civic virtue, moral character and the appreciation of liberal arts. Currently, Hamilton County and the surrounding areas do not have public schools that offer this particular type of tuition-free classical education. All of the Valor Founding Board members came together with the familiarity of the esteemed reputation of Hillsdale College. It was in the Hillsdale Barney Charter School Initiative information that the members found the framework and process to establish the learning environment they envisioned. The only BCSI charter school in Indiana offered a glimpse into the reality of an established classical tuition-free charter school. This exemplary model convinced the members to strive together in the establishment of such a school in Hamilton County.

**2. Describe the Founding Group's ties to and knowledge of the local community. Summarize each person's experience, qualifications and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this founding group. Explain what role each individual will play.**

**Holly Wilson** As a classroom aide, Holly has interacted with parents and the community over the course of many years. As a Hamilton County resident raising a family since 1999, Holly has established connections throughout the community in district public schools, local churches, parent groups, childcare systems, and the medical community. As a military spouse she has connected with the military community. These relationships and acquaintances include teachers, public servants, lawyers, legislators, local representatives, doctors, farmers, bankers, real estate brokers, agents, and investors.

Holly became interested in establishing Valor out of a previous desire to add a civics component along with character development into her own four children's public school education. In supplementing this at home, she began to develop a plan for an after school civics club, a vision which has grown since 2016 into establishing a K-12 school where these important virtues, values, and education are offered all day, every day, to many more students, families and teachers than what could be offered through an after school club. In 2021, Holly connected with Matt Wolf, founder of Seven Oaks Classical Academy, who agreed to form a Founding Board for a Hillsdale-affiliated school in Hamilton County. In her dedication to establish Valor, Holly's other professional endeavors were set aside, allowing her to make a full-time commitment to the establishment of Valor.

As Valor's Founding Board president, Holly's role is to lead the board and to organize the founding efforts so that the mission is protected, the vision is developed, the charter developed, and the founders stay on course for Valor's establishment. She is tasked with creating the schedule, leading meetings, making appointments, apprising board members, communicating with the authorizer and Hillsdale, meeting with volunteers, supporters and donors, contributing to the charter writing, acting as facility search support, and co-chairing the Head of School Search Committee. Holly also rallies the community by sharing Valor's progress on various social media platforms and by representing Valor at community events.

**Matt Wolf** Matt works in Hamilton County for a statewide faith-based organization where he manages the Information Technology department. Matt is a founder of Seven Oaks Classical School in Ellettsville, Indiana. He was instrumental in the founding process and led year 0 efforts from receiving a charter to opening 7 months later. Over the past 6 years, Matt has developed an expertise in all aspects of charter school governance. Matt's role in the process is to provide guidance to all aspects of the startup process, including Head of School hire, facilities acquisition, student recruitment, and community outreach.

**Tara Nichols** Tara lives in Hamilton County and graduated from Indiana University - Bloomington with an education degree and stepped into the classroom soon after. She fell in love with the classical model and has guided and directed her own children in this educational endeavor ever since. She was given the opportunity to come on staff at a local classical school and help to build the 'Upper Logic/Rhetoric' where students were trained to see the integration of all subjects'. Her experience with classical education helps the board to see the big picture and seek to understand what it is to cultivate a classical classroom culture. Her experiences in implementation and clear communication to staff, parents and students will help the board members see the vision and love for classical education that is deeply needed within our community. She appreciates Mortimer Adler's approach to learning and pedagogy where he says 'an education that enables students to reason clearly, listen closely, and be capable of writing and speaking well is a grand education' (Mortimer Adler: The Paideia Way of Classical Education, pg. 11). She believes in the beauty of teaching classically and knows that by inspiring students in Hamilton County on how to think and not what to think will prepare

them to live well as citizens within a democracy. Tara serves as the Founding Board's treasurer. In supportive roles, she acts as the fundraising planner, community outreach manager, and classical education spokesperson.

**Karen Reynolds** Karen has lived in Hamilton County for 36 years. She is a graduate of the Hamilton County Leadership Academy and a member of the alumni group. Her experience in education as a teacher, building-level and district-level administrator offers a rich background useful to understanding the dynamics and details of instruction, data, curriculum, leadership and management needed in founding Valor Classical Academy and participating on the Governing Board. Her experiences in management in a corporate environment, as well as owner of a small business, provide areas of expertise to draw upon throughout the planning process and establishment of the school into a fully functioning entity. Underlying all of her experience is a love of learning, great books, truth and the desire to ensure the next generation is well-educated, inspired and civic-minded. As a member of the Founding Board, Karen has worked with other members to establish the mission and vision, participated in fundraising and worked diligently on the Charter document. On the Governing Board, Karen will continue with fundraising, connecting with the community, and working to ensure the board creates and oversees policy that serves the school and its students.

**Michael Gallo** Michael is an attorney with over a decade of broad-based experience in corporate law and litigation. Michael currently works in global contracting at Indiana-based pharmaceutical company Eli Lilly and Company ("Lilly"), preparing and negotiating contracts and other documents related to Lilly's clinical trials across the world. Prior to moving to Lilly, Michael worked in private law practice for eight years, including time spent with top-tier AmLaw100 law firms Faegre Drinker [formerly Faegre Baker Daniels] and Barnes and Thornburg. Michael's law firm practice largely focused on defending civil lawsuits against manufacturers of medical devices and pharmaceuticals. Michael's background will allow him to provide wide-ranging legal experience to the Valor board of directors, including expertise relating to drafting policies and procedures and advising the organization concerning current (and any future) litigation.

Personally, Michael was born and spent his entire childhood in the Indianapolis metro area and has a deep knowledge of the community and available K-12 school options (both public and private). After attending college and law school out of state (in Pennsylvania and North Carolina respectively), Michael returned to the area and was admitted to the Indiana Bar in 2012. After spending a few years practicing law in Fort Wayne, Indiana, Michael moved his family to Hamilton County (Carmel) in early 2017. Since then, Michael has been heavily involved within local legal, educational, and religious communities.

Michael was fortunate to attend Grove City College (PA) for his undergraduate studies where he was exposed to a core of humanities courses relating to Western Civilization and its place in history (ancient and modern), art, and literature. At Grove City, Michael ended up double majoring in History and Communication, receiving a holistic knowledge base that helped shape his philosophy on education. Michael also has a personal, vested interest in the success of Valor Classical Academy, with 5 young children ages 8 and under. From his conversations with parents of his children's school classmates, Michael sees extreme dissatisfaction with the current academic options, even in a comparatively affluent place like Hamilton County, Indiana. Michael's connections within the professional and religious communities will be an asset to Valor Classical Academy as it provides a new, unique educational alternative in the area.

For the reasons described above, Michael's background (both professionally and personally) is an asset to the Founding Board. In his time as a Founding Board Member, he has helped review and analyze written materials for Valor Classical Academy (e.g., Vision Statement and Volunteer Confidentiality and Non-disclosure Agreement), been involved in assessment of potential school sites, and served on the Head of School search committee. Michael plans to continue service on the Governing Board, ensuring an optimal environment for student success that aligns with Valor's Mission and Vision Statements.

**Beth Glynn** Beth is a CPA with a B.S. from Ball State University and a J.D. degree from Indiana University Law School, Indianapolis. She currently works for ELANCO as an International Tax Director. Beth brings expertise in finance and management from her broad business experience, including at positions Arthur Andersen and Deloitte. She and her husband and teenage daughter live in Carmel, IN. Beth will serve as a Valor Classical Academy's Governing Board member overseeing budget, finance and compliance.

**David Meishenhelder** David is a native of Indiana and has lived in Carmel for many years. As a successful real estate broker and asset manager, Dave has well-established connections throughout the Hamilton County community. He's active in his local community through his family, church and fundraising for numerous charities.

**Jim Huse** Jim Huse is a Director of Skellig Capital Advisors, LLC, a middle market boutique investment banking services firm, and has more than seventeen years' experience in the investment banking industry. Prior to joining Skellig Capital Advisors, Mr. Huse served as Vice President of Investment Banking at David A. Noyes & Co., Vice President of Corporate Finance at City Securities and as a senior accountant in the business advisory, assurance, and enterprise risk services practices for Deloitte & Touche, LLP. Throughout his career in investment banking, Mr. Huse provided merger & acquisition advisory, capital raising services, and strategic advisory for lower middle market companies.

**Jim Bridenstine** Jim is a Carmel High School graduate (1991) and Indiana University graduate (1995). He is the founder and co-owner of BuildSmart, a commercial construction general contractor headquartered in Carmel, IN, founded in 2009. Jim has been in

the commercial construction business for 22 years. BuildSmart focuses on tenant improvement build-outs and small ground-up construction in central Indiana and the Midwest. Jim works with his wife, dad and three others at BuildSmart. He and his wife Rachael have two children. On a daily basis, Jim oversees the day-to-day operations of the business including budgets, subcontractors, expenses, taxes, insurance, P&L statements, and risk management. He engages with customers and subcontractors to creatively solve problems and work within specified budgets. He manages internal staff, budgets, and schedules as they pertain to jobs; solves problems as they pertain to job site issues and customer expectations; manages and monitors the business's budget, project forecasting, and implementation of manpower; works with customers and their internal operations teams; works on a weekly basis with his own company's banking and financing teams, as well as their customers' financing teams; and deals with city and state municipalities as they pertain to permitting and safety regulations.

### ***School Leader and Leadership Team***

***1. Identify the Head of School candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leaders's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, Attachment 2 the qualifications, resume, professional bio and signed national background check authorization form for this individual. If no candidate is yet identified, explain your timeline, criteria, recruiting, and selection process for hiring the school leader.***

Mr. Wright, the Valor Head of School, received his master's degree in English Literature at DePaul University in Chicago. For the next 15 years, he taught AP Literature, Great Books, and Humanities classes in both public and private schools. In 2008-11, he went through a three-year, master classical-teacher apprenticeship program at the CIRCE Institute. There, his life was deeply impacted by the mentorship of Andrew Kern, Socratic seminar discussions of classic texts, and through his work in helping to write a classical-rhetoric program called *The Lost Tools of Writing*.

In 2015, Mr. Wright accepted the position of Literature Curriculum Director and Writer at Memoria Press, a classical education curriculum publishing company. His primary task was to develop and write the upper-school literature curriculum for grades 7 – 12. The project took about six years; in that time, he wrote 20 Teacher Guides on classic works of fiction, poetry, Shakespeare, etc. He also wrote several articles for *The Classical Teacher* magazine and delivered talks at conferences and conventions. In conjunction with his writing, he taught courses in Ancient Greek Drama, Dante, and AP Literature for the Memoria Press Online Academy

Mr. Wright also has two additional prior work experiences that have prepared him well to lead Valor. For ten years, he was the Founder and Director of the annual scholarly Climacus Conference in Louisville, KY. And for the past 20 years, Mr. Wright has worked each summer in Alaska as the captain of a commercial salmon fishing operation.

Mr. Wright will perform effectively as a school leader because he has a thorough knowledge of classical education and pedagogy, and a deep understanding of teaching and learning. He will inspire his school community through meaningful engagement and excellent relational skills. He will have an impact on teacher effectiveness and student achievement by running an organized, disciplined school that insists on excellence of mind and character. By emphasizing active participation in clubs and sports, as well as service to the community, Mr. Wright will build a strong school culture. He works well with the board; and he will lead his admin team, faculty, and staff in growing a thriving, high-quality classical charter school.

***2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?***The Head of School will work full-time to lead the development of Valor Classical Academy. The Founding Board will operate in an advisory capacity. Until the Head of School is hired, the Founding Board will be responsible for the school's planning and development. The Head of School will be fully compensated out of the founding group's raised funds. The Founding Board will work on a volunteer basis.

***3. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, resumes, professional bios and signed national background check authorization forms for these individuals. NOTE: If these positions are not yet filled, explain your timeline, criteria and process for recruitment and hiring. See Attachment 3.***

***4. If the Principal/Head of School candidate has been identified, provide specific data that demonstrates strong evidence of the leader's ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board's academic and organizational performance record and provide specific data that demonstrates strong evidence of the Board's ability to effectively serve the proposed target population.***

Valor's Founding Board expects to hire a Head of School by October 2022. In the event the board is unable to hire a Head of School in accordance with the timeline set forth, the board is capable of stepping in as interim leadership based on their collective qualifications, experience, and skills. Refer to the proposal section *I. Founding Group and School Leadership* for details on the board's expertise in relevant areas.

## EDUCATION PLAN

### *Curriculum and Instructional Design*

**1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with the Common Core Standards. More information about Indiana's adoption of the Common Core Standards can be found at <http://doe.in.gov/commoncore/>. The description of the instructional design should include, at a minimum, the following items: the basic learning environment (e.g., classroom-based, independent study, virtual) class size and structure, an overview of the curriculum, the use of technology in delivering instruction (if applicable), teaching methods, and evidence-based support.** Indiana Academic Standards as listed by the Department of Education @ <https://www.in.gov/sboe/indiana-academic-standards/indiana-academic-standards-for-math-and-ela/> have been included in Attachment 4.

**Target Population.** In Fall 2021, 102,057 students were enrolled in eight public school districts that have been identified as enrollment zones within a 10-mile radius of Valor Classical Academy's desired location in Carmel. Priority zones were created for each of the eight identified school districts based on proximity, transportation availability, and perceived demand. From this data, Valor's Founding Board looked at the demographics of 28,618 students attending schools within a 5-mile radius of the planned location and created an artificial school district to establish an estimation for the school's targeted population. Based on this data, the following averages may be anticipated for Valor's targeted population and some are shown in comparison to the state-wide averages.

<b>Valor</b>	<b>vs.</b>	<b>State</b>		<b>Ethnicity</b>	<b>Free/Reduced Lunch</b>
8.7%		6.57%	English Language Learners	White 54%	Paid 70%
13.1%		16.12%	Special Education categories	Black 20%	Free/Reduced 30%
29.6%		47%	Economically Disadvantaged	Hispanic 11%	

Hamilton County is ripe with many students who have fled from district public schools to alternate sources of education and many more seeking alternatives. Families are driving their students well-outside of their school districts and spending an average \$6,000 to \$8,000 per student for annual tuition at schools offering a non-secular, classical education. Other private school tuition ranges between \$10,000 - \$15,000 annually. Valor's board anticipates a fair amount of interest from these privately-educated students who align with Valor's mission and reside both inside and outside of the artificial school district. Because the demographics for these students is not reported, they could not be included in this sample.

Valor's curriculum and teaching strategies are research-based and proven to be effective with all levels and groups of students as described below. Valor's proposed framework of instruction is intentionally designed to ensure that each student who requires special services will be provided with all of the services available in other public schools consistent with state guidelines and student needs. Those needs will be assessed on an individual student basis so the appropriate support and services will be used effectively to enable those students to succeed at Valor. The appropriate information and evaluative measures will be used to assess the student's specific needs. The most helpful tools and qualified personnel will provide those services. Valor Classical Academy's staff will work to make all students successful.

**Learning Environment.** Valor Classical School will have a classroom-based learning environment where the curriculum aligns with and exceeds the Indiana Academic Standards.

**Grammar/Logic School Class Size and Structure (Year 1).** Students spend the day with one teacher, expecting enrichment classes and special education taught by specialists.

Grade	Students per Class	Classes per Grade	Students per Grade	# of Teachers	Co-Curricular Subjects	# of Teachers	SCHOOL TOTAL
K	18	3	54	3	Special Educator	2	
1	18	3	54	3	Spec. Ed. Paraprofessional*	1	
2	27	2	54	2	PE	1	

3	27	2	54	2	Music	1	
4	27	2	54	2	Art	2	
5	27	2	54	2	Foreign Language	1	
6	27	2	54	2	Literature	0	
					History	0	
					Mathematics	0	
					Science	0	
					Latin	1	
					K-2 Teaching Assistant	0	
<b>SCHOOL TOTAL</b>				<b>16</b>		<b>9</b>	<b>25</b>

\*this position is reflected in budget documents as support staff

**Classical Model of Education.** Classical education has a history of over 2,500 years in the West. The substance of classical education is the liberal arts curriculum. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation’s founding, classical education was still thriving. Thomas Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Classical education, from a research base, is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of their cognitive abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creativity, understanding, and evaluation.. Learners require scaffolding to develop schema and adopt knowledge from both people and the environment. The educator’s role is pedagogical in that the educator must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well-defined problems through a series of stages. These stages, applied to classical education, are described below.

Classical education acknowledges the concept of the Trivium, or “three roads,” which speaks to the structure of every subject and discipline. The Trivium model describes three stages—grammar, logic, and rhetoric—which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions.

“Grammar,” the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Latin is introduced and taught alongside English so that students learn the structural underpinnings of our language, which expands the student’s vocabulary and aids reading comprehension. Oratory skills are taught beginning in kindergarten.

The second stage, “logic,” is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas, and causes. There is a focus on higher-level thinking and communication skills. This method takes students to the highest level of thinking through examination of pertinent primary-source documents. During this stage, and in the next stage known as “rhetoric,” students read great works in the American tradition to better learn about and understand the great ideas, texts, and events of Western civilization. The last stage of the Trivium, “rhetoric,” is the ability to apply the foundational knowledge and logical understanding of a subject, and to solve problems creatively and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop habits of mind that are an essential life skill. They are prepared to analyze arguments, present new ideas, and learn to effectively express their ideas -verbally and in writing - with the individuality and skill students need in college and beyond.

An emphasis on literacy in all areas is the cornerstone of classical education, and will well prepare students for success in advanced study through a systematic approach to training students' minds and character. Classical education values knowledge for its own sake; upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts; demands moral virtue of its adherents; and prepares human beings to assume their places as responsible citizens in the political order.

Classical education uses history as its organizing principle. For example, when students study ancient Greece, they concurrently study ancient Grecian art, music, and literature. As students progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts, and develop a clearer concept of how ideas have unfolded over time. Classical education holds literacy, numeracy, cultural literacy, moral virtue, and tradition at its heart.

At its core, classical education is:

- **Systematic:** Adherence to a clear process allows for effective coordination of instructional resources and for measurement of student progress toward goals.
- **Rigorous:** To proceed through stages, students must master the expected material or skills inherent in each stage.

This systematic, rigorous study has two purposes. Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance with what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. Classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) in order to reach a goal — mastery of a subject. Systematic study also allows the student to join “Great Conversation” — the ongoing conversation of great minds down through the ages.

Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. “The beauty of the classical curriculum,” writes classical schoolmaster David Hicks, “is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs.” (*The Well-Trained Mind: A Guide to Classical Education at Home* by Susan Wise Bauer)

Classical education is a lifelong process of applying the “tools of learning” - tools that are the skills entailed in the rigorous, systematic nature of a classical education program and travel with the student through his various stages of learning.

A classical education, however, is more than simply a rigorous and systematic pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This is important because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can “sit back” and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work.

To the classically educated mind, all knowledge is interrelated. This interrelated study of the humanities aligns quite explicitly with the goal of Indiana Standards. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. This is an essential component of classical education.

Finally, the results speak for themselves. Classical education has seen resurgence in the past few years, and the results have been impressive. While there are many factors that contribute to a school's success, the overwhelming success of classical schools around the country cannot be ignored.

**Overview of Curriculum.** Valor Classical Academy selected to follow The Hillsdale College K-12 Program Guide which is largely based on the Core Knowledge Sequence. The Core Knowledge Sequence is based upon E.D. Hirsch's book *Cultural Literacy* and provides a coherent grade-by-grade sequence of specific topics to be taught in grades K-8. Topics to be taught will include history, geography, literature, visual arts, music, language arts, science, and math. This curriculum focuses on specific content and building background knowledge, which is especially beneficial for students with learning challenges and ELLs. The K-12 Program Guide eliminates the possibility of gaps or repetition and exposes children to shared knowledge essential to a shared literate culture. Lesson plans and resources are included in this curriculum to guide teachers in instruction.

Several unique innovations characterize Valor Classical Academy:

1. All students in grades 4 and 5 will be informally introduced to Latin roots which have demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. Formal study of Latin will begin in grade 6.
2. Upper level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
3. All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.

4. The program will introduce and seek to instill virtues of character in the students through these pillars of character education: Courage, Integrity, Humility, Wisdom, Respect, Responsibility, Friendship, Perseverance. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

To achieve the school's mission, Valor Classical Academy will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

- \* The Hillsdale College K-12 Program Guide (a specific, grade-by-grade core curriculum of common learning)
- \* Systematic instruction in understanding our complex language and its rules. This approach guides young students using a step-by-step, logical sequence that allows them to decode words. Valor will use Literacy Essentials published by the Hillsdale College K-12 Education department and grounded in the Orton-Gillingham method of phonics instruction.
- \* Singapore Math (a conceptual approach to mathematical skill building and problem solving)

In high school, students will receive a content-rich classical liberal arts education by studying literature, math, history, civics, the sciences, music and art that will align with and exceed State Standards. Teachers will be equipped to train upper level students in Socratic Seminars to encourage intelligent, logical, and independent thinking. Valor Classical Academy's curriculum has proven to be successful for all students, including special needs students as well as English Language Learners (ELL).

Classical Education upholds a standard of excellence proven over the course of time. Valor Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character development. At Valor, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students graduate from Valor Classical Academy highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

Valor's curriculum was selected specifically to meet the needs of all students within the enrollment zone. We expect students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

The Hillsdale College K-12 Program Guide, Literacy Essentials, and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can effectively bring students with academic problems up to grade level, and also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

***2. Present evidence that the proposed educational program is evidence-based and has been or will be rigorous, engaging and effective for the anticipated student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your targeted population.***

**Evidence-Based Support.** Valor Classical Academy's educational philosophy and curricular approach have been selected based on the success from Hillsdale-affiliated schools throughout the nation over several years. These reports of exemplary success bear evidence that this academic program equips students not only with the knowledge for academic success but also with the virtue required for a free government and the student's pursuit of happiness in whatever path they choose after graduation. *The following is taken from <https://k12.hillsdale.edu> :*

- 54 Hillsdale-affiliated schools throughout the country
- 14,000 enrolled students
- 8,000 wait-listed students
- 78% | 44% Hillsdale-member schools vs. national average 4-year college placement
- 1172 | 1060 Hillsdale-member schools vs national average SAT scores

**Defining a common heritage and common ground for cooperation in a diverse society.** Valor Classical Academy's anticipated targeted population includes 28,618 students attending district schools in a 5-mile radius of the board's desired location for the school. With a total of 102,057 students attending district schools in a 10 mile radius, Valor anticipates a student body composed of diverse ethnicity, ability, and economic backgrounds. While anticipated student demographics are helpful to identify the school's targeted population, regardless of the student body composition, Valor's proposed framework of instruction is intentionally designed to ensure that each student will be provided with all of the services available in other public schools consistent with state guidelines and student needs. Those needs will be assessed on an individual student basis so the appropriate support and services will be used effectively to enable those students to succeed at Valor. The appropriate information and evaluative measures will be used to assess

the student's specific needs. The most helpful tools and qualified personnel will provide those services. Valor Classical Academy's staff will work to make all students successful.

**3. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.** The following strategies meet the needs of Valor's targeted student population:

**Multisensory approach to teaching reading and written language.** The Literacy Essential program is based upon visual, auditory, and kinesthetic approaches. For example, when students are learning letters and sounds, they will see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated, oral instructions. Students also learn syllabification, oral vocabulary, and comprehension. The written language component aligns with the reading component as students learn spelling, cursive writing, creative writing, spacing, margins, orthography rules, vocabulary grammar, syntax, punctuation, and capitalization. Literacy Essentials is a comprehensive program where reading and written language are taught in ways that reinforce each other. This program emphasizes strategies that are very effective with all students, including students experiencing learning difficulties. Literacy Essentials is based upon a model developed by Samuel Orton (Orton-Gillingham) to teach students with dyslexia and other reading disabilities, and teaches both skills in a comprehensive and integrated manner so that reading and written language skills are being reinforced.

**Providing a curriculum that is sequential.** The Hillsdale College K-12 Program Guide presents a grade-by-grade specification of topics that are built upon prior knowledge, or what students already know. It is a sequential building of skills and knowledge that is clearly defined. For example, a state standard might state the following as a unit objective: United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. Describe local events and their connections to national history. It does not identify which events, which people, or which symbols. By contrast, the Hillsdale College K-12 Program Guide specifies all the important components that address "What do our children need to know?" By utilizing a sequential method of delivering instruction, gaps will be less likely to occur, and there will more likely be a commonality and consistency in what students are learning from grade to grade. Again, within the traditional school systems, while classrooms may follow curriculum maps based upon the standards, there can easily be gaps between what teachers are teaching and in what order. In addition, there is a tendency to teach what will be tested on the Standard Based Assessments, which results in important topics being left out. What is being taught to students can be unclear and confusing to parents. The Hillsdale College K-12 Program Guide supplies the specificity of what should be taught, and all teachers follow a horizontal and vertical alignment of these specific topics.

**Teacher-Centered Instruction.** A teacher-centered approach consists of structured, guided, and independent practices. Ideas and practices are introduced in an order carefully developed to avoid confusion and to facilitate generalization. All skills are taught so that nothing is "left to chance." A teacher-driven approach is used to help students gain the basic reading, writing, and math skills they will need before proceeding to the more advanced curriculum. Students remain focused and are more able to stay on task. With a teacher-centered, knowledge-driven approach, we will expect to see results similar to those where direct instruction is used. A review of 37 studies of direct instruction reflected that direct-instruction students scored at the 81st percentile on end-of-unit exams (George Adams and Sigfried Engelman, 1996). In more recent studies done in urban schools that had high percentages of minority and low socioeconomic students, the percentage of students reading below grade level declined, while that of students reading above grade level increased. Similar results occurred in math. The largest gains, however, were with the limited-English proficient learners (Source: Psychology Applied to Teaching, Snowman/Biehler, 11th Edition, 2006).

**Socratic Method/Seminar.** Students will deepen their understanding, solidify their knowledge, and reflect on their learning experiences, thereby developing critical thinking skills. An example would be to give the students a primary source document to read and have them come together after reading the text to share their thoughts and opinions. Students need to be able to reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Learning to communicate respectfully and effectively in school will have positive implications for their lives outside of school as they are being exposed to learning lifelong skills.

**Learning Strategies.** Strategies such as memory-directed tactics help produce accurate storage and retrieval of information. Examples include the use of mnemonic devices (HOMES or rhymes such as "30 days hath September...") and comprehension-directed tactics that aid in the understanding of the meaning of ideas and their interrelationships (e.g., teaching students to formulate questions or how to take notes). All students learn more effectively and become independent learners if they learn to organize, store, and retrieve information.

**Scaffolded Learning.** The purpose of scaffolding instruction is to provide teacher support to students who are having difficulty learning a new concept/skill. An example is that a teacher may demonstrate or model a concept/skill to a student in addition to just giving verbal or visual instructions. The Hillsdale College K-12 Program Guide, Literacy Essentials (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.



English Language Learners (ELL) will benefit from Singapore Math's clear and simple explanations of math concepts as well as the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts). Students cannot move on to the next level until they master the material. A strong math foundation early on ensures students will be successful later.

The time-tested, multisensory, brain-based approach that addresses virtually every student's learning styles is the Literacy Essentials method. This method is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Literacy Essentials provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. Identifying students who need academic assistance is an ongoing process, and the objective at Valor Classical Academy will be to maintain the rigorous curriculum designed for each grade but modify methods and practices to ensure all students are achieving at grade level. ELL students will also benefit, because Literacy Essentials provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

**4. Provide an overview of the planned curriculum, including, as Attachment 4, a course scope and sequence by subject for each grade level the school would serve. In addition, identify course outcomes and demonstrate clear alignment with Indiana's Academic Standards and the Common Core Standards.**

See Attachment 4 for the following:

- The Hillsdale College K-12 Program Guide, including a brief Overview
- A list of course names and descriptions
- An Introduction to The Hillsdale College 1776 Curriculum
- Indiana Academic Standards
- Curricular alignments with the Indiana Academic Standards

**Scope and Sequence.** Valor Classical Academy will follow Hillsdale College's K-12 Program Guide which provides the topics to be taught, a recommended order in which to teach them, a list of vetted and reviewed books, primary sources, and other resources for teachers and students alike. The K-12 Program Guide is a careful compilation of what makes the best K-12 education for

American citizens. If taught using pedagogical principles founded in the classical education tradition and as demonstrated by the best teachers, the K-12 Program Guide will furnish students with a world-class American classical education. Portions of the Guide are based on the Core Knowledge Sequence. The Guide differs in some subjects and offers an equivalent or greater alternative that best meets the model of a classical education. The Guide includes a scope and sequence for Latin from grades 6-9 and for all required subjects in grades 9-12. An overview of the Guide is included in Attachment 4.

**Academic Standards, Course Outcomes, and Alignment.** Hillsdale College's K-12 Program Guide is largely based on The Core Knowledge Sequence which has been aligned with the Common Core State Standards. Indiana Academic Standards remain very similar to the Common Core State Standards. For the purposes of this proposal, The Core Knowledge Sequence has been aligned to the Common Core State Standards and is included in Attachment 4. Valor's K-8 math curriculum, Singapore Math, has been aligned to the Common Core State Standards and is included in Attachment 4. Valor Classical Academy ensures that the school's selected curricula aligns with Indiana Academic Standards.

**Curriculum.** Valor Classical Academy will use Hillsdale College's 1776 Curriculum for American History and American Civics. The Hillsdale 1776 Curriculum is a reflection of Hillsdale College's K-12 Program Guide, which serves as the basis of instruction at Valor Classical Academy. The specific materials in this curriculum are the creation of the very best K-12 teachers, both past and present. The Introduction and a list of recommended resources are included in Attachment 4. The 2,425-page Guide can be downloaded by request from <https://k12.hillsdale.edu/Curriculum/The-Hillsdale-1776-Curriculum/Access/>. An Introduction to the curriculum is included in Attachment 4. A list of curriculum course names and descriptions is included in Attachment 4.

**5. Summarize curricular choices, by subject, and the rationale for each choice, including research-based evidence of effectiveness.** The curriculum at Valor Classical Academy presents students with a coherent core of challenging, interesting, interwoven knowledge that not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself. The classical, liberal arts hold students to high academic standards and require students to recognize and practice virtuous behavior. Classical education has an impressive history of over 2,500 years in preparing students to become literate, informed, and responsible citizens.

The curricular approach begins with the rudiments of basic literacy and math skills and continues to the higher orders of thought and expression in a coherent and orderly fashion. Valor Classical Academy's classical, liberal arts curriculum, supplemented by Literacy Essentials, Singapore Math, Latin, and a strong emphasis on civics and classical virtues, will provide students a rigorous and comprehensive education that challenges them to excel both in learning and in character. This philosophy and curricular

approach will lead to the highest standards of academic and character excellence - the virtues of self-government on which the Founding Fathers knew our nation depends.

**Support for The Hillsdale College K-12 Program Guide.** Students do not learn in the abstract; they must acquire foundational skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, Valor Classical Academy has adopted The Hillsdale College K-12 Program Guide as its curriculum. The Guide was largely based on material developed by E.D. Hirsch, Jr. According to Hirsch, people must not only use the same language to communicate effectively and to understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is an example of a leader who relied on cultural literacy to convey his ideas. He had little formal education, but he read the works of Shakespeare, the fables of Aesop, Euclid's geometry, and the documents of the American Founders. He was able, like few in our history, to express himself forcefully and to articulate the principles of freedom and human dignity in his historic Gettysburg Address. Hirsch stresses that "cultural literacy" is vital to comprehend the vast areas of human knowledge necessary for our political, economic, social, and moral well-being.

The Guide is based on the premise that a grade-by-grade core curriculum of common learning builds a strong and sound education. This coherent sequence is based on the theory that what children can learn is dependent upon what they already know. Identification of the content and skills provides a coherent approach to building knowledge across all grade levels. By following the sequence, every child will learn the fundamentals of science, the basic principles of government, the important events of world and American history, the essential elements of mathematics, the masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. Knowledge, language, and skills build cumulatively from year to year through the Guide's sequential, clear, and specific grade-by-grade outline. Literacy is the goal, and students are provided a strong foundation in reading through the teaching of "explicit" phonics. Beginning in kindergarten, teachers read to their students from the best sources - classical literature. When students are able to read independently, their books are the classics. With this approach, teaching of the virtues is intentional and intertwined with discussions of the classics.

In *A Nation at Risk: 25 Years Later*, published in 2008, Hirsch refers to the severe decline in verbal and math scores and the lack of coherent curriculum in grades K-8 - grades that lay the foundation so necessary for high school success. Students must be well prepared in the elementary grades in order to thrive in the higher grades. Toward that end, the Hillsdale College K-12 Guide defines

the knowledge and skills required for each successive grade level and helps prevent the academic repetition and gaps very evident in schools today.

**Support for Literacy Essentials.** Valor Classical Academy will use Literacy Essentials for grades K-3. Literacy Essentials was published by the Hillsdale College K-12 Education department and grounded in the Orton-Gillingham method of phonics instruction. It is research based and has been successfully implemented for students from academically, socially and economically varied backgrounds.

*What Is Orton-Gillingham?* In the 1930s, neuropsychiatrist and pathologist Dr. Samuel T. Orton and educator, psychologist Anna Gillingham developed the Orton-Gillingham approach to reading instruction for students with "word-blindness," which would later become known as dyslexia. Their approach combined direct, multi-sensory teaching strategies paired with systematic, sequential lessons focused on phonics. Today, the Orton-Gillingham approach is used around the world to help students at all levels learn to read. (From the Orton-Gillingham website - <https://www.orton-gillingham.com>)

Key findings from the scientific research on phonics instruction include the following conclusions of particular interest and value to classroom teachers.

- Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.
- Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling.
- Systematic and explicit phonics instruction significantly improves children's reading comprehension.
- Systematic and explicit phonics instruction is effective for children from various social and economic levels.
- Systematic and explicit phonics instruction is most effective when introduced early.
- Phonics instruction is not an entire reading program for beginning readers.

*Conclusions are taken from The Partnership for Reading, a collaborative effort of National Institute for Literacy, National Institute of Child Health and Human Development, and U.S. Department of Education to make evidence-based reading research available to educators, parents, policy-makers, and others with an interest in helping all people learn to read well. The findings and conclusions in this publication were drawn from the 2000 report of the National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction—Reports of Subgroups.*

*Additional Research: A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning. (Source: Duncan, G.J., et. al., "School Readiness and Later Achievement" *Developmental Psychology*, Vol. 43, No. 6: 2007.)*

By choosing sound research-based programs like Literacy Essentials and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

**Support for the Singapore Math Method (K-8).** For grades K-8, math will be taught using the Standards edition of Singapore Math. Singapore is the world leader in mathematics achievement, according to a study conducted by the American Institutes for Research and funded by the U.S. Department of Education ("What the United States Can Learn from Singapore's World-Class Mathematics System"). Singapore students ranked first, while U.S. students ranked 16th in mathematical achievement (Source: April 24, 2011, American Institutes for Research).

The Singapore Primary Mathematics series is time-tested and has a documented history of success. Studies were conducted in 1995, 1999, and 2003 by the International Association for Evaluation of Educational Achievement (Trends in International Mathematics and Science Study), which conducts studies to measure math and science achievement in four-year cycles. Results of these studies showed that Singapore's 4th and 8th grade students scored the highest in all three years the study was Administered.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons.

Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in National Council of Teachers of Mathematics Curriculum Focal Points, National Mathematics Advisory Panel, and proposed Common Core State Standards. (Source: <http://www.singaporemath.com> - Singapore Math Method) Singapore Math understands that there are multiple learning styles and that ELL students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material. Students do not move on until they have mastered the material and are prepared to build upon their knowledge. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school. (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, November 2007)

**Support for Emphasizing Civics.** Classical education has always been concerned with the political order. Looking back, Greek education was political - geared toward preparing youth for citizenship. As did the leaders of the ancient republics, America's Founding Fathers realized that a free government depends upon the wisdom and virtue of its citizens - their capacity for self-government. It was their hope that schools would prepare young people to preserve the constitutional republic they created. In recent years, political knowledge has declined.

According to a 2008 study conducted by the Intercollegiate Studies Institute (ISI) American Civic Literacy Program, 2,508 Americans were surveyed to determine their knowledge of America's founding principles and texts, core history, and enduring institutions. The results showed that over 70% of those surveyed failed a basic test of civic information. Less than half of the participants could name all three branches of government, and only half could articulate a basic description of a free-enterprise system. Thirty percent of elected officials do not know that "life, liberty, and the pursuit of happiness" are the inalienable rights referred to in the Declaration of Independence. (Source: [Americancivilliteracy.org/2008/summary](http://Americancivilliteracy.org/2008/summary)). Classical liberal arts educators contend that by providing a curriculum with a strong history and civics component, the decline in political knowledge can be reversed. In the classical, liberal arts model, primary source documents are used to teach history, with an emphasis on American history and America's founding principles.

In history and civics classes, American students should have one aim above all: to understand what they have received, i.e., their inheritance as Americans. To understand clearly, students and teachers alike must adopt a stance of humility. And this humility is fostered by the recognition on the part of the student that the world in which we live, with all its benefits and also its faults, is not of our own creation. This is the beginning of American history and civic education.

From this starting point, the field of discovery in history and civics is, if not endless, then impossible to explore completely in any number of lifetimes. Principles must therefore be discerned and applied to determine where to begin, on what to focus, and in which order. The need to choose and choose carefully is all the more pressing within the limits of thirteen years of formal education. Valor Classical School has chosen to use *The Hillsdale 1776 Curriculum* because *The Hillsdale 1776 Curriculum* determines what students should learn in history and civics based on the answers to a single question: What ideas, words, and deeds have most

significantly formed the world into which students were born? Studying the answers to this question provides students the fullest understanding of the world in which they will live their lives.

*The Hillsdale 1776 Curriculum* asks simply, in light of the vastness of reality and the limits of human existence, “What do American students in particular need and, most importantly, deserve to encounter and consider in their K-12 civic education?” The answer is first knowledge and understanding of American history and of the American republic as governed by the Constitution and morally grounded in the Declaration of Independence. The teachers who contributed to this curriculum are mindful of and experienced in the great and important changes in student development between grade levels, yet are also deferential to the circumstances and autonomy of local communities. This curriculum thus organizes the teaching of American history and civics into grade level bands to provide the greatest accuracy in usefulness as well as breadth for adjustment by states, districts, schools, teachers, and parents.

**Support for Incorporating Primary Source Documents.** The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author’s interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills. For many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources, they begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective. Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer’s reactions recorded after the interview. These human expressions provide history with color and excitement and link students directly to its cast of characters. Interpreting historical sources helps students to analyze and evaluate contemporary sources—newspaper reports, television and radio programs, and advertising. By using primary sources, students learn to recognize how a point of view and bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a

citizenship where people are able to evaluate the information needed to maintain a free society. Perhaps best of all, by using primary sources, students will participate in the process of history. They will discuss with teachers and classmates the interpretation of the sources. They will challenge others’ conclusions and seek out evidence to support their own. The classroom will come alive as students test and apply important analytical skills (Source:History in the Raw. The U.S. National Archives & Records Administration. <http://www.archives.gov/education/history-in-the-raw.html>)

**Support for Teaching the Virtues.** As did the leaders of the ancient republics, America’s Founders knew that the maintenance and prosperity of a free republic - the security and happiness of a free people - depends upon the character, virtue, and moral worth of its citizens. The virtue “valor” comes from the Latin “valorem” for “strength, moral worth”. Valor is often displayed in the face of a force designed to defeat it. Ancient leaders and America’s Founding Fathers observed from their experiences over the ages that Freedom is the fruit of Valor, and so it is for Valor Classical Academy, whose mission is to cultivate virtue above intellect and to cultivate moral character above all. These leaders also understood that virtue or moral character is only “the result of habit and long training.” (Thomas Jefferson to Edward Everett, March 27, 1824) Youth become virtuous only by learning, observing, and practicing the virtues. Therefore, instruction in the virtues is an essential part of classical education.

Through the decorum of the classrooms and halls, the reading of great works in literature and history, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with, and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of student behavior, students will rise to the occasion.

**6. If the curriculum is not fully developed, provide, as Attachment 5, a timeline outlining the curriculum development process during the school's pre-opening year.** Not Applicable

### ***Pupil Performance Standards***

***Respond to the following regarding the proposed school's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core Standards:***

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

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the Head of School.

**2. Provide, in Attachment 6, a complete set of the school's proposed learning standards for one grade for each division of the school as applicable (elementary, middle or high school), addressing the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)** See Attachment 6 for the school's proposed learning standards.

**3. If you plan to adopt or develop additional academic standards beyond Indiana's Academic Standards, explain what kinds of standards (content areas, grade levels, etc.) you intend to adopt or develop, and describe the adoption or development process that has taken place or will take place. Also, choosing one grade and subject area as an example, explain how these additional standards meet or exceed Indiana's Academic Standards.**

In addition to Indiana requirements, Valor Classical Academy will adopt Latin for grades 4-10. Latin is foundational to a classical education. Know benefits of learning Latin include:

- provides a key to learning modern languages
- improves reading, writing, and speaking skills
- enhances problem-solving abilities
- aids in mathematical competency
- introduces the terminology of science
- raises standardized test scores
- provides a first-hand view of ancient Rome

**4. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?**

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course of each grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the Head of School. To earn credit in a course, a student must receive a grade of at least 70 percent and must successfully complete all assigned coursework. In addition, at certain grade levels, a student—with limited exceptions—will be required to pass the state-mandated assessment tests. Promotion criteria will be explained to parents at the orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated every six weeks. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

Graduation requirements will be communicated when a student begins their course of study in High School, whether as a freshman or incoming transfer. For students entering grade 9, this will be communicated in a freshman welcome event prior to the school year and in a high school handbook distributed to families. For students transferring in midyear or after their freshman year, their existing credits will be evaluated and they will be advised on the remaining requirements for graduation with a guidance counselor or with a member of the administration. Using the BCSI Model Family Handbook for guidance, Valor's Governing Board will continue to develop the school's student/family handbook.

**5. Provide, in Attachment 6, the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.** See Attachment 6.

### **High School Graduation Requirements**

**High schools approved by GSCA will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/core40/overview.html>.**

Graduating seniors of Valor Classical Academy will meet or exceed Indiana graduation requirements as described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <https://www.in.gov/doe/students/graduation-pathways>  
Refer to Attachment 6 for Valor's required credits for High School graduation

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

**Credit Hours** refer to Attachment 6, page 2, High School Graduation Requirements chart.

**GPA Calculation:** Valor Classical Academy does not practice grade inflation. That would be a disservice to our students. Nevertheless, many in education do not approach grading in the same way. To ignore this reality would also do a disservice to our students, particularly as they apply for college scholarships.

In order to maintain the integrity of our students' education while recognizing the realities of the educational landscape, Valor Classical Academy has adopted the following grading policy. For purposes of official high school transcripts only, courses in the subjects of literature, history, science, and mathematics, as well as courses that receive both high school and college credit, will be weighted as follows:

	B+	4.30	C-	2.70	
	B	4.00	D+	2.30	
	B-	3.70	D	2.00	
A	5.00	C+	3.30	D-	1.70
A-	4.70	C	3.00	F	0.00

For report cards, retention and promotion decisions, club and athletic eligibility, honor roll designations, eligibility for in-school honors, and for all other purposes, the standard 4-point scale applies.

These items will be included on the transcript as required by Indiana law IC § 20-32-4.

1. Attendance records.
2. The student's latest statewide assessment program results.
3. Any secondary or postsecondary certificates of achievement earned by the student.
4. Immunization information.
5. Dual credit courses from the Core Transfer Library taken by the student.

**Elective Courses**

Pre-Calculus	Advanced Science	P.E. Elective
Calculus (AP/Dual Enrollment)	Language Elective	General Elective
Physics I	Fine Arts Elective	

**2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).** The rigorous academic program and moral character development

taught through the study of virtue and great literature will endow Valor Classical Academy students with the following abilities that will enable them to succeed in whatever course of life they choose after high school.

**Analytical Thinking:** The study of such logical subjects as math, Latin and the Socratic Method help students to think through and reasonably solve significant and complex problems.

**Clear Communication:** The study of rhetoric and the constant exposure to complex language and well-organized writing will prepare students to become precise in their use of words, to organize their thoughts carefully, and to tailor their speech to an intended audience.

**Moral character:** As a counter-cultural environment, Valor Classical Academy's virtue-based culture requires a commitment from the entire school community to do what is right for our students. The foundational virtues will be explicitly taught through all grades and modeled by staff on a daily basis. These virtues are: Courage, Integrity, Humility, Wisdom, Respect, Responsibility, Friendship, Perseverance. Being grounded in these virtues, graduates will be prepared to do what is right and good for themselves, their families, their community, and their country.

**Self-discipline and a Strong Work Ethic:** Classical education requires a diligent work ethic. A student formed in this environment has learned the requirements of success—self-restraint and hard work.

**Responsibility:** Students will be expected to choose for oneself between right and wrong and to practice answering for one's own conduct and obligations. This moral accountability is a great preparation for adult life.

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

Parents will be notified upon the student's academic deficiency. If students fail to meet the academic standards, teachers will confer with the parents to inform and discuss an academic improvement plan. Parents will be notified at the first sign of a problem with their student's academic work. In addition, parents will have online access to student assignment completion and grades. By addressing the problem early, parents and teachers can work together to solve students' problems and return them to a successful

learning environment. Teachers who have concerns about a student will contact parents by phone or email and set up a meeting to develop a plan of support and action.

### ***School Calendar and Schedule***

***1. Provide, in Attachment 7, the school's proposed calendar for the first year of operation and daily schedule of classes; academic and non-academic programs; and total number of days/hours of instruction. Detail below the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain how the calendar will support the success of the educational program.***

The school's tardy bell will ring at 8:00 am and the dismissal will be at 3:30 pm for a total of 7.5 hours in each school day, including academic and non-academic hours. Valor Classical Academy's daily/weekly schedules are written in such a way as to create a culture and climate supportive of the school's educational philosophy. Daily opening activities - such as The Pledge of Allegiance, recitations and announcements - reflect the mission of Valor while bringing the school community together. Instructional time is prioritized, and important breaks are scheduled throughout the day in an effort to avoid disruption to instructional time. Subjects requiring the most focus from students are aligned with times of the day when students are most able to focus. Subjects best-suited for volunteer support are scheduled during times of the day when volunteers are most likely to be available, such as near the time of student drop-off and pick-up. The time allotted for particular subjects is aligned with the school's educational philosophy on the importance of literacy, numeracy, and character development especially in the early years of school. The availability of reading intervention aides is prioritized when scheduling partner reading practice for grades K-2. For grades K-6, instructional time of core subjects is prioritized when scheduling co-curriculars, lunch and recess. To avoid lethargy from the rigor of the day, Recess and Physical Education are dispersed throughout the day. For the upper grades, an extended passing period is included to allow students an additional time to refresh their daily materials and recharge with a snack. For daily instructional hours/minutes of core subjects, refer to Daily Schedules in Attachment 7.

***2. Describe the structure of the school day and week. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade, the length of the school day, and provide, in Attachment 7, a sample daily and weekly schedule. What is the average number of minutes of academic instruction to be provided each day? Explain how the school's daily and weekly schedule aligns with the plan for curriculum and instruction. Refer to #1 above and to Attachment 7. Valor's daily/weekly schedules allow ample time for students to receive quality instruction in all core academic areas.***

### ***School Culture***

***1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.***

Valor promotes a school culture that demands moral virtue, decorum, respect, discipline, and studiousness among the students and faculty. The school's core virtues - Courage, Integrity, Humility, Wisdom, Respect, Responsibility, Friendship, Perseverance - were selected to encourage and promote the desired culture. The virtues will be posted and practiced daily by students and staff alike. Integrity, Humility, Wisdom, and Perseverance promote intellectual development. Courage, Respect, Responsibility, and Friendship promote social development.

Students will study the virtues of the great heroes of the past and of the present, further familiarizing them with these virtues and encouraging desire for the same sort of character. Teachers will model responsibility and compassion. Uniformity in dress, low-tech philosophy and limited use of personal electronic devices enables students to focus on the intended studies at Valor. The students and staff create a large portion of Valor's image - how the school is perceived at a glance. This image, seen by all who enter, is created with the intention to reflect the beauty and wonder of what the students are learning.

The role of discipline at Valor Classical Academy will be to create an environment where teaching and learning takes place productively. Respect will be given to teachers and individual students, as well as to all institutional and private property. All members of the community should be allowed to pursue learning without distraction. Discipline at Valor Classical Academy ought always to uphold the school's mission statement, and Valor understands that the good behavior of students in school promotes their education on campus. Students will be expected to adhere to the general rules of the school as well as those rules established by each teacher within his or her classroom.

***2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school.***

Both parents and students will attend an orientation meeting in which they will hear a presentation about and receive a handbook outlining the goals and methods of classical education as implemented at Valor and the behavior expected of students toward their

peers and teachers. The school’s virtues will be posted throughout the school and serve as a visual reminder of expectations to be practiced in all areas of academic and social development.

The school, through a program developed in alignment with Hillsdale College’s recommended approach, , will provide mandatory training for faculty and staff to ensure their understanding of the classical school culture. Teachers will be trained in modeling, teaching and holding students to the standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will maintain formality with their colleagues in the presence of students.

Once school begins, both the school uniform and the behavioral requirements will be strictly enforced. Discipline is more easily upheld than regained. Above all, misbehaving students will not be allowed to keep other students from learning. Teachers will be trained in enforcing standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will model the desired behavior, will dress respectfully, and will maintain formality with their colleagues in the presence of students.

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

At Valor Classical Academy, the student body culture affects the student body as a whole, regardless of a student’s educational category. All students will practice together the school virtues - Courage, Integrity, Humility, Wisdom, Respect, Responsibility, Friendship, Perseverance. Practicing the virtues together positively affects the school body as a whole. Practicing these virtues together in the school community creates a favorable climate to cultivate the moral character necessary for intellectual and social development in each individual student. Discipline and studiousness are distinguishing marks of Valor Classical Academy. All students will be required to follow the rules set forth clearly in the Student Handbook.

**4. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.**

A first grade student at Valor might have the following schedule on a given day:

7:45-8:00am	Students will arrive, be greeted by their teacher, prepare for their day and begin copybook penmanship.
8:00-8:20am	Students prepare for the flag ceremony and their recitation pieces.
8:20-8:50am	Language Arts: In small groups, the students will take turns reading through one of the classics like <i>The Little House</i> by Virginia Lee Burton
8:50-9:30am	Phonics: Students learn new digraphs, practice spelling words, and learn a new letter.
9:30-9:50am	Language Arts: Students will enjoy listening to a read aloud like <i>A Bear Called Paddington</i> by Michael Bond.
9:50-10:10am	Students play outside or in the gym, as weather dictates.
10:10-11:00am	Mathematics: Students will learn strategies for addition and subtraction within 100-120.
11:00-11:10am	Break
11:10-11:50am	Science: Students will discuss seasons and the weather within those seasons. Students will enjoy the read aloud <i>Tornadoes!</i> By Gail Gibbons to sum up their time.
11:50am-12:30pm	LUNCH
12:30-1:00pm	Students hear an Aesop’s Fable and participate in discussion.
1:00-1:10pm	Break and walk to specials.
1:10-1:50pm	Music: Students will be greeted with a classical music piece that was represented in a specific time period. They will learn about the major categories of musical instruments (percussion,wind, stringed).
1:50-2:30pm	Latin: Students learn first declension noun endings through song and games.*
2:30-2:50pm	Students play outside or in the gym, as the weather dictates.



2:50-3:30pm	History: Students learn about ancient Egypt and locate Egypt and the Nile River on a map.
Dismissal	Students organize and prepare for pick up.

*\*on alternating days students will participate in foreign language and physical education.*

**5. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.**

The 6th grade teacher is responsible for all subjects except specials such as art, music, some foreign language, and P.E. The specials' periods serve as preparation periods for the classroom teacher. The following is a typical daily schedule along with a sample of what might be taught in each subject on a given day.

7:25-7:45am	Planning and Preparation	
7:45-8:00am	Students begin to arrive	
8:00-8:20am	Recitation (20 min.)	Reviewing the highlights from the past weeks' lessons.
8:20-9:10am	Writing/Grammar (50 min.)	Paraphrasing information from a source. Review of the four types of sentences.
9:10-10:00am	Specials (50 min.)	Planning period or professional development time with a master teacher.
10:00-10:50am	Math (50 min.)	Converting fractions into decimals.
10:50-11:20am	Latin (30 min.)	Grammar recitation and vocabulary quiz; 4 <sup>th</sup> conjugation present system verbs.
11:20-12:10pm	Specials (50 min.)	Planning period.
12:10-1:00pm	Lunch break and recess duty (50 min.)	
1:00-1:50pm	Literature (50 min.)	Reading and discussion of the Greek myth "Narcissus and Echo."
1:50-2:40pm	Science (50 min.)	Layered structure of the earth and the concept of plate tectonics.
2:40-3:20pm	History/Geography (40 min.)	Athens at the time of Socrates; important geographical features of Greece.
3:20-3:30pm	Prepare students for departure	
3:30-4:00pm	Teacher planning, faculty meetings, professional development opportunities	

**Supplemental Programming**

**1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?** At this time, Valor Classical Academy will not offer a summer school program.

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

For any and all extra- or co-curricular programs, Valor will choose programs and activities through the lens of our mission. Clubs or groups that do not fit with the mission of the school will not be implemented. With this in mind, Valor Classical Academy is considering the possibility of a cross country, volleyball, or basketball team by the second year of operation. Facilities will play a large role in which sports the school is able to offer in the early years of operation.

According to the IHSAA by-laws:

**Rule 12-4 Enrollment in an Innovative School**

If a student is Enrolled in and attends, Full-time, an Innovative School, the student may have eligibility to participate in the athletic program at the Indiana Public School serving the student's residence, provided that:

- (1.) Prior to participation, the Public School serving the student's residence accepts the student in its athletic program;
- (2.) the student in conjunction with the Innovative School and the Public School serving the student's residence, provide proof to the IHSAA that the spirit of the eligibility rules will not be compromised; and
- (3.) The student adheres to all IHSAA standards for eligibility at the Innovative School, including, but not limited to, academic standards, behavioral expectations and attendance requirements.

(<https://www.ihsaa.org/Portals/0/ihsaa/documents/about%20ihsaa/2020-21%20By-Laws.pdf>) page 51

All extra-curricular activities will occur outside of the academic school day and during the corresponding sports season. Valor Classical Academy may also have various clubs or organizations available to students based on student and staff interests. These may include, but not be limited to, robotics, rocket club, Boy Scouts, Girl Scouts, Chess Club, Math Olympiad Team, school science fair, school spelling bee, and so on. These programs will be funded through boosters, donations, and fundraising. Volunteers will head these extracurricular activities.

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

Valor provides a classical education which is founded with the primary purpose of teaching, instilling and developing virtuous character in all of its students as a basic part of the overall education provided. This character development helps stabilize students mentally, emotionally and socially by providing a consistent, moral and supportive environment. If teachers or other staff identify a student who needs additional support and guidance in mental, emotional, social or health, the administration will ensure that the child and his parents are assisted in seeking professional help outside of the school.

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

Valor is considering the creation of a house system as an additional effort to maximize the potential and success of every child and as a proven way to encourage a dynamic, exciting, and positive climate and culture for students and staff. Each division in a house system includes students from each grade and encourages community throughout the whole school. The house system provides the student body with the opportunity for academic and sports-based competition, and opportunities for service projects while encouraging leadership and mentoring practices. The house system builds relationships between teachers and students. Recent literature reviews of academic research on house systems show that house systems in elementary schools are proven to have a significant impact on the rates of attendance and suspension rates and on academic achievement in elementary schools. *Clenton-Martin, Carol-Ann, "The Effects of a House System on School Improvement in Elementary Schools: School Climate and Academic Achievement" (2021). Electronic Theses and Dissertations, 2020-. 666. <https://stars.library.ucf.edu/etd2020/666>*

**Special Populations and At-Risk Students**

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

***1. Describe the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.***

Valor Classical Academy is committed to providing high-quality instruction and appropriate supplemental services to students with Individualized Education Programs, students with Section 504 plans, English Language Learners, and students at risk of academic failure or dropping out. Accordingly, Valor will implement a comprehensive assessment to identify any students with these needs and serve them appropriately. Use of effective teaching strategies such as a structured phonics program, explicit teaching of reading and a math program that is visual and builds knowledge and understanding methodically, are excellent teaching strategies for all levels of learners. Working with each child's learning level and learning needs is the way to help them move to the next level. Regular assessments will help teachers understand what those needs are for each child. The goal is for ALL children to be successful in learning and in life.

**2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including: a. How the school will identify students with special education needs (and avoid misidentification), b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs, c. How the school will regularly evaluate and monitor progress and success of special education students with mild, moderate, and severe needs to ensure attainment of each student's goals set forth in Individualized Education Program (IEP), d. If applicable, the school's plan for promoting graduation for students with special education needs, e. How the school will provide qualified staffing for students with special education needs.**

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

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

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

**a. How the school will identify students with special education needs (and avoid misidentification).**

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

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

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

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

Valor will ensure compliance with the federal laws for charter schools as set forth in guidance from the office of elementary and secondary education (oese.ed.gov):

The Section 504 Charter guidance:

- Explains that charter school students with disabilities (and those seeking to attend) have the same rights under Section 504 and Title II of the ADA as other public school students with disabilities.
- Details the Section 504 right to nondiscrimination in recruitment, application, and admission to charter schools.
- Clarifies that during the admission process a charter school generally may not ask a prospective student if he or she has a disability.
- Reminds charter schools, other entities, and parents that charter school students with disabilities have the right to a free appropriate public education (FAPE) under Section 504.

The IDEA Charter guidance:

- Emphasizes that children with disabilities who attend charter schools and their parents retain all rights and protections under Part B of IDEA (such as FAPE) just as they would at other public schools.
- Provides that under IDEA a charter school may not unilaterally limit the services that must be provided to a particular student with a disability.
- Reminds schools that the least restrictive environment provisions require that, to the maximum extent appropriate, students with disabilities attending public schools, including public charter schools, be educated with students who are nondisabled.
- Clarifies that students with disabilities attending charter schools retain all IDEA rights and protections included in the IDEA discipline procedures.

Charter schools are responsible for hiring licensed and endorsed special educators pursuant to federal and state law. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. Teachers will work with parents and keep them informed and involved in the IEP's and their child's progress.

In an effort to prevent students with disabilities from being singled out, school personnel will model, explicitly teach and enforce Valor's moral virtues, decorum, respect, discipline, and studiousness. Teachers will monitor these important elements of attitude and behavior that comprise a culture that creates support and high expectations for students of all abilities. All students should be expected to adhere to these behaviors and disciplinary actions should be equitable. Bullying and teasing more likely ensue when some students are held to different standards than others. Similarly, high expectations for all students with regard to both behavior and academics (Corbett, 2001; Salisbury et al.) will help students with disabilities reach their potential and help other students develop an understanding that students with disabilities do not need special treatment in every area of their life.

***b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.*** Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Valor will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34 CFR §300.114-330.116). In providing programs, services, and activities for students with disabilities, Valor shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Valor will provide a FAPE (free appropriate public education) under the section 504 regulation for students with disabilities in order to meet the need for special education and related services (34 CFR §300.115). This includes a variety of placements and will make provision for supplementary services to be provided in conjunction with general education classroom placement.

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

***c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).*** In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent

evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

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

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

**d. If applicable, the school's plan for promoting graduation for students with special education needs.** Upon the recommendation of the IEP team, a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her IEP. A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a Certificate of Attendance. Even if the student participates in graduation ceremonies to receive the Certificate of Attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma. However, the student will only be allowed to participate in one graduation ceremony.

**e. How the school will provide qualified staffing for students with special education needs.** All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Valor will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students at Valor with tailor-made support services to meet each individual need.

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

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

- What is the native language of the student?
- What language(s) is (are) spoken most often by the student?
- What language(s) is (are) spoken by the student in the home?

**b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.** Valor will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the school's educational programs. Such instruction will take place during the regular school day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4. After a determination of needs based on the student population, one of the following approaches to instruction may be used:

**Transitional Bilingual Education (TBE):** TBE is an instructional program in which subjects are taught through two languages - English and the native language of the English language Learners - and English is taught as a second language. English language skills, grade promotion, and graduation requirements will be emphasized, and the student's native language will be used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases.

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

**Pull-Out ESL:** A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

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

**Structured Immersion:** In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class;

however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

**c. How the school will assess and monitor progress and success of ELL students, including exiting students from ELL services.**

Each English learner shall be monitored using the ELD Progress Profile. The Profile Charts are affixed to the EL folder, and progress is monitored at least once per semester. Once a semester all K-12, English Learners will be assessed by the classroom teacher as to the student's progress in mastering the ELD Standards. (<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>)

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

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

Valor will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative LAS Links English proficiency Assessment (The LAS Links® Placement Tests are designed for schools and districts to support initial identification of language learners and to promote proper placement in instructional programs for newly enrolled students.) Services for Level 4 students may be modified based on the students' needs.

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

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

- The native language of the student,
- The English language proficiency level of the student,
- The type and frequency of English language development services offered,
- The instructional and assessment adaptations made based on level of English proficiency, and other intervention strategies employed.

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

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

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

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

**a. Team Meetings:** A collaborative team composed of educators and administration will be established to address the following tasks:

- Identify and map objectives
- Create schedules for learning
- Develop formative assessments
- Establish criteria for success

- Assess student progress
- Assign interventions

**b. Formative Assessments:** Valor will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not making adequate growth.

**c. Intervention Strategies:** Under RTI, students identified as needing additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Intervention strategies will include, but not be limited to:

- Student Centered: Two co-curricular activities, peer tutoring, student council monitoring, privilege system
- Faculty Centered: Faculty advisors, team attendance meetings, guided study, tutoring
- Parent Centered: Parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

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

**a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.** Valor will provide students with a rigorous classical education in the liberal arts and sciences. For those students who are academically advanced, additional opportunities will be provided to enhance their education, e.g., additional electives. Valor also understands that students can be gifted in one area or another and not necessarily tied to their cognitive scores.

**b. How the school will provide qualified staffing for intellectually gifted students.** All special education personnel will be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials.

**c. How the school will assess and monitor the progress and success of intellectually gifted students.** Any student with an IEP shall have his program reviewed annually or more frequently if the student is not making adequate progress towards his or her goals stated within the IEP.

### ***Student Recruitment and Enrollment***

**1. State the maximum enrollment school-wide and per grade level you are setting to facilitate student academic success and the school's ability to achieve other performance expectations.**

Each KG and first grade classroom enrollment will be limited to 18 students. These small classrooms will enable the support and individualization critical to the beginning years of school.

Grade 2-6 and 7-12 will have 24-27 students. These low numbers are conducive to providing time and support for the differentiation needed for student learning across all levels and needs of students. If a classroom contains sufficient numbers of students with special needs, Valor will employ a teacher's aide or paraprofessional to assist that classroom.

For Year One, there will be 3 classes of KG and first grade and 2 classes each of grades 2-6, totaling 378 students maximum. Including co-curricular teachers, there will be 25 teachers in Year One, resulting in a 15:1 teacher-to-pupil ratio. As the school grows, Valor will have 2 classes of 54 students in each grade of the upper school grades 7-12. At full capacity, Valor's school population will be 600-700 students.

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

As Valor has been introduced to the Hamilton County community, the founding group has launched a dynamic and robust public awareness campaign available online including an informative website and an interactive social media platform. Valor's professional marketing assistants have launched a blend of marketing, advertising, public relations, and community engagement efforts that have been and will continue to be implemented to generate awareness of, and interest in, the school. Empirical evidence from Hillsdale College-affiliated schools shows that this method of recruitment has proven successful in reaching above and beyond the targeted enrollment. Currently Hillsdale-member schools serve 14,000+ students nationwide with more than 8,000 students on waiting lists. To maintain optimal visibility with Valor's target audience, Valor's marketing committee is using the following Hillsdale College PR Roadmap during Year Zero and Year One - the formation and opening stages. By promoting Valor Classical Academy broadly throughout Hamilton County and the projected enrollment zone, the Founding Board intends to reach all families with students at all levels of income, academic achievements, disabilities, and youth at-risk.

### **Formation Stage**

- Developed branded material to strengthen the school's credibility, including a current website with background information on founding members, Mission and Vision, and the Hillsdale College Barney Charter School Initiative (BCSI).

- Shared current Infographics with data points detailing BCSI school success (i.e., graduation rates, college attendance rates, academic growth, etc.)
- Created a crisis communications plan
- Identified key spokesperson who handles incoming media inquiries and created social media channels for the school, connected with community influencers to support the formation of the school via grassroots efforts, including through their social media channels
- Developed a press release announcing the school’s formation and introducing the Hillsdale College BCSI model
- Developing high level talking points on need for new school for distribution to Board members and community influencers with unified message
- Communicates with local reporters
- Shares Curriculum/lesson video demonstrations
- Attends community events to promote Valor

Once Valor receives its charter and is recruiting students and staff, the Board will continue to follow the second stage of Hillsdale’s PR Roadmap steps listed below:

**Opening Stage**

- Develop and distribute a press release announcing the school’s opening date, the Hillsdale College BCSI model, enrollment, etc.
- Announce key personnel hires on website and social channels (i.e., Head of School, directors, counselors, etc.)
- Create a social media content calendar that aligns with the opening schedule and includes:
  - Opening date
  - Enrollment info
  - Location details
  - Background on BCSI model
  - Key personnel hires
  - Open house details
  - Curriculum/lesson video content
  - School motto
- Coordinate ground-breaking and ribbon-cutting ceremonies
- Coordinate media interviews for Head of School or Board president on opening of new school
- Schedule additional meetings with education and community reporters to provide updates on opening, enrollment, etc.
- Capture and share videos and photos at groundbreaking, opening and future events

**3. Provide, as Attachment 8, the school's Enrollment Policy.** See Attachment 8.

**Student Discipline**

**1. Describe the school's planned approach to student discipline, including procedures to ensure the integrity and authenticity of student work product and assessment scores. How will parents be informed of the school's discipline policy?**

Valor Classical Academy is committed to and will be required to enhance learning for all students. Valor students will be expected to be well-behaved at all times and to respect themselves, others, and property. Valor’s philosophy regarding discipline is that discipline policies and procedures should provide guidance and direction toward acceptable behavior in order to develop a child’s own sense of self-discipline. The integrity and authenticity of student work is taken seriously at Valor Classical Academy. Cheating and plagiarism are categorized as serious offenses. Serious and egregious offenses shouldn’t be handled exclusively in-class and will involve an administrator. These typically will involve a discipline referral and may include further disciplinary action. Minor offenses are encouraged to be handled at the classroom level between the teacher and the student. For serious offenses, an administrator is notified and the student is assigned a Discipline Level. When an administrator is notified of a serious offense, a form will be sent home and the student’s parents will be notified via phone and/or email.

**2. If already developed, provide as Attachment 9 the school's discipline policy.** See Attachment 9, Draft of Valor Classical Academy Student Discipline Policy.

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**PERFORMANCE MANAGEMENT**

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*GSCA will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations*



***including fulfillment of the Governing Board's fiduciary obligations related to sound governance. Applicants may propose to supplement GSCA's performance standards with school-specific academic or organizational goals.***

A key goal of Valor Classical Academy's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, and other relevant programs with the intention of more significantly affecting learning outcomes.

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

Student academic performance is the number one priority of Valor Classical Academy. Student performance expectations will be aligned with the mission and the educational plan.

**Educational goals and objectives:**

- At the completion of Year 3, 90% of students in the 3rd grade will demonstrate proficient or advanced scores on the IREAD and ISTEP.
- At the completion of Year 4, 90% of students in grade 8 will pass the End of Course Assessments in Algebra.
- At the completion of Year 5, 95% of students in the 3rd grade will demonstrate proficient or advanced scores on the IREAD and ISTEP.
- At the completion of Year 5, 90% of our students who apply to post-secondary institutions will be accepted.
- A graduation rate of 95% or higher beginning in Year 7.

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

Valor Classical Academy will establish an exceptional school culture emphasized by a firm grounding in civic virtue and moral character and is a vital component that distinguishes Valor Classical Academy from its conventional counterparts. Beyond mandatory assessments, Valor Classical Academy will conduct regular keypoint assessments for success indicators of the school's organizational goals such as: Student Achievement, Discipline Referrals, Attendance Rates, Graduation Rates, and Teacher Satisfaction. While these areas will be individually assessed for improvement and will provide an indication of overall success, it is the culture of Valor Classical Academy that will have a profound effect in each area. The school's exceptional culture is upheld as a high-level priority at Valor Classical Academy as it is the singular foundation providing strength and stability for the school's unique curriculum and inspirational instruction, ultimately reaching or exceeding the school's academic and organizational goals. Valor's board will establish committees, such as Leadership and Education Committees, and task those committees with roles and responsibilities to conduct regular assessments in these areas as well as to assess the culture and climate of the school in accordance with the mission of Valor Classical Academy.

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

Formative and summary assessments are used to monitor progress. Formative assessments, sometimes administered prior to content delivery, will establish a baseline of knowledge that students already possess and will inform educators of content needs that students have in subjects and disciplines. Summative assessments, such as the state-mandated end-of-course assessment for algebra, will provide a summary profile of learned content. If students have not progressed or grown to meet benchmarks, it is vital that educators know this so that they can provide additional instruction to ensure that the material is retained and understood.

Interim assessments will be used to monitor student progress. They will include:

- |  |  |
|--|--|
| ● Acuity, which is administered three times/year               | ● Teacher-developed rubrics                            |
| ● NWEA (3 times/year, grades 3-8)                              | ● The Hillsdale College K-12 Program Guide Assessments |
| ● DRA (Diagnostic Reading Assessments) for students grades K-2 | ● The Literacy Essentials Assessments                  |
| ● Teacher-developed pre-and post-assessments                   | ● Singapore Math Assessments                           |

***4. Explain how the school will measure and evaluate academic progress - of individual students, student cohorts, and the school as a whole - throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment Data.***

Valor will conduct interim assessments as identified in the section #3 above, rather than at the end of the lesson. This ensures teachers have an opportunity to evaluate and inform instruction. Students also play a role in assessment as they assess themselves through reflection on their own individual work and how they can improve and build on prior knowledge.

As an ongoing practice, data from both summative and formative assessments (formal and informal as itemized in #3 above) will be collected and analyzed weekly to determine if students are making the expected progress. The data collected will be used to determine appropriate placement in skill groups for math in addition to evaluating student strengths, challenges, and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis not only for each student but for all students. Statistical methods will be used, when applicable, to streamline the data-collection and analysis processes. Teachers will use the results of the data to drive instruction. Adjustments will be made to the curriculum, instructional delivery, and any other areas necessary to improve student achievement.

In addition to the reporting services provided by Indiana Charters LLC, Valor will establish an appropriate committee, such as a School Leadership Committee which will consist of the Head of School and/or assistant Head of School, three (3) teachers from the grammar school, one (1) teacher from the middle school and two (2) teachers from the high school. This committee will generate an annual report to document school data and supplemental information that helps to provide a comprehensive picture of Valor's overall school performance. The School Leadership Committee will identify goals, strategies and action steps to address student achievement. The School Leadership Committee will continue to prepare, analyze and share the results with teachers and the board throughout the term of the charter contract.

***5. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.***

Valor Classical Academy will research and choose the most appropriate information system to manage student performance data and may employ the services of Indiana Charters LLC for their supportive data management services. The administration team of Valor, the School Leadership Committee, and the Education Committee will receive both annual data analysis training and consistent performance data analysis review through both an annual performance data analysis update and regional training sessions. Individual student and group data will be produced, updated, and analyzed at the school by the teachers and reported to the Head of School. The School Leadership Committee and the Education Committee will review school data and assist with interventions to improve student learning.

Quarterly Report Cards: Teachers will be responsible for keeping data on each student in their class in a threefold way. Instead of giving a single letter grade, the teacher will analyze students' academic achievements through three kinds of data as follows:

***Level of Achievement*** refers to achievement toward exit-level standards of performance sophistication (basic, proficient, and advanced can be used).

***Quality of Work*** refers to the caliber of the products produced at any level.

***Progress Toward Academic Standards*** refers to absolute gains toward exit standards (not to be confused with growth, which is measured as change in the individual).

These reports will be used during parent-teacher-student conferences held no less often than twice per school year.

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

Training and support will come from the software vendor Valor chooses. Teachers and administration will receive additional training from such groups as Indiana Charters, LLC and the Indiana Department of Education. Further training will occur through curriculum seminars from Hillsdale College and in-house professional development analysts to interpret and use performance data to improve student learning.

If a student illustrates significant deficiencies because of a weak education background or some other reason, the classroom teacher(s) will, in conjunction with the support staff, work on remediation strategies, which may include some pull-out tutoring and some modification of assignments. The purpose is to bring the student up to grade level. In the case of 7-8 students, remedial classes or extra tutoring may be assigned in place of electives. Parents will be informed about the strategies in place. Supplemental instruction will be provided through Literacy Essentials material and is in line with Response to Intervention.

***7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level. Explain what would trigger such corrective actions and who would be***

**responsible for implementing them.** Valor Classical Academy will strive to meet all requirements related to student academic achievement expectations or goals established by the school and the Indiana Department of Education. The administration team of Valor will monitor student achievement data, conduct an ongoing review of all campus-related activities, including a stringent review to ensure expectations are being met in areas related to academics. If an academic issue must be resolved, the administration team will make the corrective action necessary to address it quickly and accurately.

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## STAFFING

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***Staff Structure budget addendum must be aligned in the correlating sections of the charter***

***1. Provide, as Attachment 10, a complete staffing chart for the proposed school. The staffing chart and accompanying notes or roster should identify:***

- ***Year 1 positions, as well as positions to be added in future years***
- ***Administrative, instructional and non-instructional personnel***
- ***The number of classroom teachers, paraprofessionals, and any specialty teachers***
- ***Operational and support staff***

See Attachment 10 for a complete staffing chart including the Staffing Plan tab from the Budget Document showing Year One through Year Five positions, administrative, instructional, non-instructional personnel, the number of classroom teachers, paraprofessionals, and any specialty teachers, and operational and support staff.

***2. Describe the administrative and staff structure planned for the school, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the school. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.***

In Year One, Valor will have a total of 33 instructional, administrative, and support personnel. By Year Five, Valor plans to add 23 staff positions, for a total of 56 instructional, administrative, and support personnel. For years 1-5, the Teacher-to-Student ratio is approximately 15:1 and the Adult-to-Student ratio is approximately 10:1. Valor's senior administrative team will consist of the Head of School and the Assistant Head of School. The Head of School is ultimately responsible for hiring all school staff and for the effectiveness and accountability of all school staff, both exempt and non-exempt. The Head of School will delegate some day-to-day oversight of instructional and non-instructional staff to the Assistant Head of School and the Special Education Director. The administrative team will work closely together to ensure that all staff members are fully qualified and trained in their responsibilities, committed to the school's mission and virtues, prepared to model and support a virtuous culture, and are clear about the chain of command in reporting. By conducting regular and systematic observations and evaluations, the administrators will ensure staff members have a clarity of responsibilities and adhere to the expectations of each position. This approach also provides for timely feedback and correction of any behavior that is not up to the standards set by the Head of School.

### ***Staffing Plans, Management and Evaluation***

***1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 11, any personnel policies or an employee manual, if developed.*** The school's employees will be at-will. The school will not use employment contracts. Refer to Attachment 11 Model Faculty/Staff Handbook.

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

Employee benefits, including incentives and reward structures that the school may have, will be included in the Employee Handbook, including all human resources policies and other information necessary for the school's staff. The handbook will contain policies and procedures regarding employment, employment status and records, employee benefit programs, timekeeping/payroll, work conditions and hours, leaves of absence, and employee conduct and disciplinary action. At the end of each school year, the Head of School and the Valor board will review and revise the staff handbook as appropriate. Staff evaluation outcomes will be tied to compensation increases. Currently, Valor has budgeted average salary increases of 3% per year based on these evaluations. Since compensation is based on the results of these evaluations, some teachers may see a more significant increase in their salaries. The performance evaluation rubric and corresponding compensation rubric will be further developed by the Head of School and Governing Board. Valor has budgeted approximately 25% of total compensation to go toward employer-provided benefits.

Valor will retain high-performing teachers and staff by offering salaries, benefits, and incentives that are competitive to local school districts and by providing ongoing quality professional training and development. Incentives will be considered using contingency funding. Additionally, a consistent school culture centered around virtue is appealing to high-performing teachers.

**3. Describe your strategy, plans and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring qualified and effective teachers in accordance with Indiana and federal law (see IC § 20-24-6-5). Explain other key selection criteria and any special considerations relevant to your school design.**

Valor Classical Academy will follow all federal and state employment laws. Valor will require all teachers to meet or exceed the expectations for certification as required by IN Code IC 20-24-6-5 General and alternative qualifications for full time teachers; part time teachers; other providers of service Sec. 5.

- (a) At least ninety percent (90%) of the individuals who teach full time in a charter school must either:
- (1) hold any license or permit to teach in a public school in Indiana described in: (A) IC 20-28-5; or (B) rules adopted by the state board concerning the licensing of teachers; or
  - (2) be in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by IC 20-28-4-2.
- (b) An individual described in subsection (a)(2) must complete the transition to teaching program not later than three (3) years after beginning to teach at a charter school.
- (c) An individual who provides to students in a charter school a service:
- (1) that is not teaching; and
  - (2) for which a license is required under Indiana law; must have the appropriate license to provide the service in Indiana.

The school will comply with all teacher/paraprofessional certification requirements of the Every Student Succeeds Act. Lower school teachers will be competent in all of their subjects. All middle school teachers will be masters of their fields.

The Head of School of Valor Classical Academy, in consultation with the Governing Board, which is responsible for setting the salary schedule and approving the annual budget for staffing needs, will recruit and interview qualified applicants, and will hire all teachers and other employees for the school. As a classical school, Valor will preferentially hire teachers who are familiar with and support the classical model of education. Valor Classical Academy will be aided in recruiting by Hillsdale College, which hosts an annual job fair for classical schools. In addition, Valor Classical Academy will recruit graduates from other classical and liberal arts colleges around the country (e.g., Thomas Aquinas College, University of Dallas, and St. John's College). Recruiting will begin as soon as the Head of School is employed and the interviewing and hiring of teachers will happen in the spring of 2023.

**4. Outline the school's procedures for hiring and dismissing school personnel, including conducting national criminal background checks as required by GSCA.**

Valor Classical Academy will follow all federal and state employment laws. Valor will have a job description with job responsibilities detailed for each school position so that applicants and employees are clear on their responsibilities. All positions will be advertised in various forms of media to enable a diverse population access to the opportunity to be employed by Valor. Employees will be evaluated at least twice per school year, using the job description as the basis for the observations and evaluation tools used to assess the employee's effectiveness by their direct supervisor. Different procedures are necessary for each type of employee. See Attachment 11 for Indiana School Board Association Employee Dismissal Procedure guidance.

**5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in Attachment 12, any leadership evaluation tool that you may already have.**

For a school like Valor Classical Academy, professional development for all staff members focusing on fulfilling the school's curriculum and instructional goals is critical to the mission. It is vitally important to students' academic performance that the staff be optimally effective in teaching in a classical school environment while addressing the Indiana Academic Standards in their daily instructional practice. See Attachment 12.

Essential skills and knowledge training of the school's staff, along with professional development, will address the following as a baseline:

- Pedagogy, strategies, and best practices for teaching in a classical school environment
- A working knowledge of the Valor curriculum and enhancements as well as state and district graduation requirements
- How to utilize and navigate the tools of the education management system chosen
- How to develop Personalized Learning Plans
- Forms of assessment and how to utilize results to guide instruction
- Knowledge of school processes and policies
- Collaborating on continuous improvement of curriculum

- How to foster a classical school community

**6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in Attachment 12, any teacher evaluation tools that you may already have for the school.** Professional development activities will be provided before school begins and throughout the year. The school's teachers will participate in the following professional development activities designed to enhance their understanding of the curriculum and accountability measures:

- **Initial Teacher Orientation:** All teachers will attend teacher-training developed specifically for Valor Classical Academy. This training is to prepare teachers for the first few weeks of school, will cover "the basics," including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential educational management system tools. Upon successful completion of this training, teachers will be ready to begin instruction.
- **Valor Classical Academy Teacher Handbook:** The teacher handbook will contain policies, procedures, and "how to" components that will aid the teachers on a day-to-day basis.
- **Face-to-Face Training supported by an in-house program consistent with Hillsdale College:** Before school begins each year, Valor Classical Academy staff will engage in up to two weeks of face-to-face training and orientation. Programming will be developed by Valor's Head of School and will be consistent with programs provided through Hillsdale College's K-12 Education Office.
- **Supplemental Teacher Training Course Segments:** Once the school is up and running, the Education Committee will work with Valor Classical Academy to present teachers with ongoing training appropriate to the needs of a classical school. These training sessions could include, but would certainly not be limited to, instructional strategies to help struggling learners, new assessments and curriculum elements, and processes that teachers need to implement once the school is successfully under way. There will also be a differentiated course designed specifically for returning staff members that would target new concepts and would serve as a refresher on basic skills.
- **Valor Classical Academy Professional Development Sessions:** Valor will provide teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis throughout the school year. Teachers will be required to attend these sessions throughout the year on designated professional development days. Topics might include the following: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a classical school environment, utilizing the state standards to guide instruction, educational technology, and using data to guide instruction. These sessions would result in professional development certificates needed for certification upkeep.

In order to ensure the rigorous intellectual and character formation of Valor Classical Academy students, only teachers who meet the following, but not limited to, criteria will be considered for hire:

- Candidates must have successfully completed a rigorous course of studies at a four-year college or university, as evidenced by the list of courses and grades on the college transcript.
- Candidates for middle school teaching positions must have majored in the subjects they wish to teach, or have equivalent experience and knowledge.
- Candidates must be knowledgeable or willing to learn about the classical method of education.

All teachers will undergo continual in-house development in classical methods and content, as well as further study in their individual fields of expertise. This continuing education will benefit students in two ways: the teachers become better at their vocation, and they model for the students the value of lifelong learning and personal development. See Attachment 12.

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

All faculty and staff will be evaluated at least yearly. These evaluations will be based on formal observations, informal observations, and measures of student growth and development. An evaluation program will be determined by the Head of School and subject to board approval. Identified performance gaps will be addressed through improvement options that include, but are not limited to, professional development, mentor/peer assistance, teacher action, and/or administrative action. Improvement goals will be identified and a timeframe will be determined to achieve set goals. The Head of School may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The Head of School will use board support throughout the process if deemed necessary. If the employee fails to meet the necessary improvement goals within the agreed upon time-line, employment renewal or non-renewal recommendations will be submitted to the board.

The Head of School will receive an annual performance review with criteria including commitment to mission, objectives, and goals; school and program development; organization, planning, and preparation; instructional practices and student achievement; communication, accessibility, professionalism, and collegiality; sound business practices and a safe and orderly school environment; secure maintenance of school records; and community outreach. Unsatisfactory leadership performance will bring a Corrective Action Plan by the board. The board will outline a plan of action to help the Head of School reach desired

goals. The board will consult with the Head of School regularly to monitor progress of goals. If the Head of School fails to meet the necessary improvement goals within the agreed upon time-line, the board will consider termination. Refer to Attachment 11 for the school's draft "EMPLOYEE DISMISSAL GUIDANCE (2018) INDIANA SCHOOL BOARD ASSOCIATION".

### ***Professional Development***

***Describe the professional development standards and opportunities that will be offered to the teaching staff, and identify who will be responsible for developing, leading and evaluating professional development at the school. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:***

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

#### **Professional Development Prior To The School Opening.**

Teachers will participate in professional development before the school year begins in accordance with the school calendar in areas which cover the topics and issues that will strengthen teaching and learning. Having a common base of professional development enables the teaching staff to work together and support each other in these areas throughout the school year. Professional development activities will be provided before school begins and throughout the year. The Head of School will be responsible for selecting the appropriate professional development. Valor teachers will participate in the following professional development activities designed to enhance their understanding of the curriculum and accountability measures:

- **Initial Teacher Orientation:** All teachers will attend teacher training developed specifically for Valor Classical Academy. This training prepares teachers for the first few weeks of school. It will cover "the basics," including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential educational management system tools. Upon successful completion of this training, teachers will be ready to begin instruction.
- **Valor Classical Academy Teacher Handbook:** The teacher handbook will contain policies, procedures, and "how to" components that will aid the teachers on a day-to-day basis. This book will be reviewed with the teaching staff. Each teacher will sign a document indicating he has read and understands the content of the handbook. This is basic information critical to the smooth and consistent operation of Valor.
- **Face-to-Face Training:** Before school begins each year, Valor Classical Academy staff will engage in up to two weeks of face-to-face training and orientation. Programming will be provided by the school and supported by Hillsdale College whenever possible.

#### **Ongoing Professional Development**

**Valor Classical Academy Professional Development Sessions.** In alignment with the training of Hillsdale College, Valor's Head of School will develop, lead, and evaluate teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis throughout the school year. Teachers will be required to attend these sessions throughout the year on designated professional development days. Topics might include the following: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a classical school environment, utilizing the state standards to guide instruction, educational technology, and using data to guide instruction. Teachers will earn professional development certificates in these sessions that are needed for certification upkeep.

**Foundations of Classical Education.** Examine the ideas of what an education is; the branches of knowledge and instruction; how these relate to the mission of the school; historical usage of these ideas in antiquity, the Western Tradition, and the American founding period; and how it differs from other educational philosophies.

**The Hillsdale College K-12 Program Guide.** Present an overview of the structure and design of The Hillsdale College K-12 Program Guide; the underlying ideas leading to the design; how to plan for lesson delivery through the construction of curriculum maps and syllabi; considerations in lesson design based upon the structure of The Guide sequence.

**Academic Policies.** Present the philosophy accompanying the design of the following academy policy areas: homework, grading, promotion, retention, cheating/plagiarism.

**Mathematics.** Present the design principles for mathematics curriculum scope and sequence; examine the overall comprehension objectives for the K-3 grade band and the 4-6 grade band; demonstrate the strengths of the curriculum elements (Singapore) as they support the comprehension objectives; explain and demonstrate the Model Method to support instruction in Singapore Math.

**Literature and composition.** Present the principles of good writing and the practices for use by the teacher to develop writing abilities of the students; examine the purpose of reading literature and the approach to its teaching that supports the purpose.

**Grammar.** Outline the developmental continuum of grammar comprehension and usage; present methods of instruction leading to mastery by the student.

**Science.** Examine the nature of the body of scientific knowledge and how it relates to approaches to science instruction; present a set of purposes for the study of science; demonstrate the philosophical consistency between learning in science and learning in other disciplines in the school.

**Phonics/Spelling/Handwriting.** Present concepts of phonics instruction as related to the acquisition of the skill of reading; demonstrate and practice the methods of phonics, spelling, and handwriting instruction which will lead to teacher proficiency in the curriculum delivery.

**2. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers will have time for common planning or collaboration, and how such time will typically be used.**

In addition to the eight days of training at the beginning of the school year and ongoing professional development throughout the year, each teacher at Valor will have daily opportunities for classroom and course planning. Regularly scheduled staff meetings will address issues related to professional development, technology and general school needs.

**3. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.**

Teachers will assess students using informal, formative and standardized assessments throughout the year. Each will have a target result. Assessment results inform the teacher of what students have mastered and what they have yet to learn. These assessments also inform the teacher of specific areas where the teacher needs to hone her skills to help more students achieve the targeted results. When teachers are taught how to review and interpret data, it leads to identifying what and how to reteach.

**4. Explain how the professional development program will be evaluated to assess its effectiveness and success.**

The effectiveness of the professional development (PD) program will be evaluated in two ways; One, professional development sessions should end with an action plan. What one learns in PD should affect practice in the classroom. Second, the Head of School should be able to observe the behavior in the classroom or other teacher behaviors. Third, the ultimate goal of PD is the effect it has on students - either in their learning, behaviors, skills or assessments. Each PD session should identify what the end result should look like. Professional development is not just a sharing of information. PD is to improve instruction and learning.

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## GOVERNANCE AND MANAGEMENT

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### *Legal Status and Governing Documents*

*Describe the proposed school's legal status. Furnish copies of all organizational documents as Attachment 13, including Articles of Incorporation, 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS). Attach the Bylaws and any board policies that have been developed in Attachment 13 as well. If you have not developed Board Bylaws and policies, present the timeline and process the school will follow to develop these governing documents. Provide, as Attachment 14, the completed and signed Statement of Assurances. See Attachment 13 and Attachment 14.*

### *Organizational Chart*

*Provide, as Attachment 15, organizational charts that show the school governance, management and staffing structure in: a) Year 1; and b) at full capacity. The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of - and lines of authority and reporting among - the Governing Board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts should also present clear lines of authority and reporting within the school. If the school would at some point contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the Governing Board and school administration will be managed. See Attachment 15.*

## **Governing Board**

**1. Governance Philosophy.** *Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups.* The governance philosophy of Valor’s Governing Board is that its primary roles are to set the direction, to ensure adequate resources and to oversee the health of the organization in alignment with the school’s mission and charter. In sum, the governance board sees that the school is run properly.

### **Key stakeholders**

*Directly impacted by what happens within Valor*

- Students and children of all ages
- Parents and guardians
- Educational Partners
- Organizations serving youth
- Philanthropists and Charitable Organizations

### **Secondary Stakeholders**

*Indirectly impacted by, yet supportive of, what happens within Valor*

- Local, State and federal governments
- Government representatives
- Education policy makers
- Community: Taxpayers, voters

Stakeholders support and assist the school through fundraising, recruitment, and by building awareness of everything the school does. Valor will encourage stakeholder of any currently enrolled student to tell more people about what makes Valor a great choice

Informing key stakeholders of the mission and the civic-minded and virtuous culture of Valor will be fundamental to building solid relationships with them. The goal is for stakeholders to support Valor Classical Academy and its students. When working with stakeholder groups, the Board will be attentive to their feedback to improve the communication, relationships and the school itself. It is important that the board is proactive in communicating about Valor to these groups. Confusion and misinformation is more likely whenever there is a new endeavor, such as Valor’s Classical Academy. Meeting with individuals and groups, making effective use of media helps keep everyone informed in a timely manner.

**2. Structure, Roles, Composition.** *Describe the governance structure of the proposed school, including the primary roles of the Governing Board and how it will interact with the school Head of School and any advisory bodies. Describe the size, current and desired composition, powers and duties of the Governing Board. Identify key skills, areas of expertise, and constituencies that will be represented on the Governing Board. List all currently-identified board members and their intended roles, and summarize their interests in and qualifications for serving on the school's board. Explain how this governance structure and composition will help ensure that: (a) the school will be an educational and operational success; and (b) there will be active and effective representation of key stakeholders.*

The collective skills and experience of the school’s current board and their commitment to the school’s mission ensure educational and operational success. See Founding Group and School Leadership section. See Attachment 1. The Governing Board is composed, in part, of parents of school-aged children who will attend Valor Classical Academy. Additionally, the Governing Board is composed of community and business members within the proposed enrollment zone and throughout Hamilton County. The Governing Board also consists of donors to Valor Classical Academy.

***In Attachment 16, provide a completed and signed Board Member Information Sheet for each proposed Board member. Also in Attachment 16, provide the required signed national background check authorization form for each proposed Board member. NOTE: Completed background check forms will not be posted on the GSCA website.***

The job descriptions, roles, and responsibilities for every officer can be found as an addition to Attachment 16, as well as how the officers will interact with the Head of school and any advisory bodies. Valor’s Governing Board will have a full slate of officers at all times to maintain consistent leadership and clarity of roles and will use the familiar board officer structure - board chair, vice chair, treasurer, and secretary. The board chair leads the officer team. The process for selecting and installing officers is contained in the board’s bylaws. Currently, Valor’s Governing Board is composed of six consists of (6) members representing parents, business and community members, donors, teachers, and a former school administrator. The board’s 7th member is in the process of onboarding and represents the business community. The minimum number of board members required is (3). The board’s ideal number of board members is between (5) and seven (7), not to exceed nine (9). See Attachment 16.

**3. Board Creation/Transition.** *If the Founding Group is not the initial Governing Board, explain how and when the Founding Group will transition to the formal Governing Board, and how the Founding Group will support the school during start-up and in the longer term.* The Founding Board and the Governing Board will be the same membership.

***If this proposal is being submitted by an existing nonprofit organization:*** Not Applicable

**4. Procedures.** *Explain the procedure by which board members have been and Board will be selected.*



Valor's board members have been and will be carefully selected based on their understanding and support of the classical education model and of charter school laws. The members will understand the charter agreement and the goals of the school. Collectively, they will represent a broad range of experience and skills that benefit the establishment and ongoing support of the school. Member's alignment with the mission of Valor, and their time commitment to the establishment of Valor are priorities in the selection process.

**How will the board fulfill its responsibilities?** Board members must be informed of and perform within their appropriate roles, conflict of interest guidelines, code of ethics and the board's sphere of influence in decision and policy making. The board will work together as a coherent body to oversee and guide the mission and uphold the direction of the charter of Valor Classical Academy. Together, the board will communicate with a unified message to the community and make policies which support the mission and charter of Valor Classical Academy. The board will not manage the daily operation of the school, but will assist and guide the Head of School.

**What will be the planned frequency and focus of meetings?** Meetings will be held monthly. The meetings will focus on policies.

**Identify any standing subcommittees the board expects to have.**

- Fundraising
- Volunteer
- Marketing
- Budget/Finance
- Facility

**Describe how the school and Governing Board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013. IN Handbook on Public Access Laws** The board of Valor Classical Academy will be in full compliance of Indiana Open Door Law and will give notice of regular and special meetings. The board will publish agendas and approved meeting minutes on the school's website.

**5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 17, the board's proposed Code of Ethics and Conflict of Interest policy.** See Attachment 17. For an expounded Conflict of Interest Policy, refer to the Board's by-laws.

**6. Board Expansion. Explain the plan for increasing the capacity of the Governing Board. How and on what timeline will new members be recruited and added?**

Currently, the board is composed of community members with a broad range of skills and experience that can fulfill the needs of the board's responsibilities at this time. In the future, if a vacancy arises or the need becomes apparent for additional skills or support, the board will carefully select a new member according to the explanation in "#4 procedures" above.

**What kinds of orientation or training will new board members receive?** The Valor Board will provide new board members with training and an overview of these topics:

- Valor's mission and vision
- Conflict of interest policy
- Code of ethics
- Budget/finance updates
- School and board policies
- Board members roles and areas of responsibility and decision-making
- Relevant state and federal laws governing charter schools

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

The Head of School will be in charge of developing and overseeing advisory bodies composed of members who represent the best advice in the identified areas. The Head of School will develop a plan for the ideal composition of these bodies and a strategy for achieving that composition. Advisory bodies have no direct authority or decision-making powers regarding school matters.

**8. Grievance Process. Explain the process that the school will follow should a parent or student have an objection to a Governing Board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.**

The following is taken from a handbook compiled by the Hillsdale College K-12 Education Office and borrows significantly from policies written and implemented by excellent schools that are working in affiliation with Hillsdale College.

**Communication to the Board.** The role of the Board is to oversee the school but not to manage its daily affairs, so the Board will generally defer to the Head of School to address questions, complaints, and grievances brought to the attention of school leadership. Furthermore, while the Board possesses overall control of the school, the Board's collective authority is not held by individual Board Directors acting alone. The Board does, however, recognize that accountability and good governance sometimes require that communication be brought to the Board directly. In such cases, the Board directs that the communication be submitted in writing to both the Board Chair and the Board Secretary. Such communication can be addressed accordingly and delivered to the School or sent via email. Communication can also be provided verbally during the public comment period at a regular meeting of the Board. The Board will request that members of Valor's community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Head of School, or the whole Board. Any communication to the Board should follow the Grievance Policy detailed below:

**Role of the Head of School.** The Head of School will implement a traditional, classical, liberal-arts curriculum. The Head of School makes final decisions on curriculum, subject to the approval of the Board of Directors. The Head of School, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

**Chain of Command.** The Board has established a chain of command whereby all authority for the management of the school rests with the Head of School, who has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Head of School will establish a chain of command within the School to assist with its operations.

In all communication to the School, the Board expects the Valor community to observe the chain of command and direct communication accordingly. The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. The Head of School understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school. Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Head of School, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the Administration.

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

- The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.
- The Head of School: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Head of School.
- The Board: If the grievance cannot be resolved with the Head of School, the parent should refer the matter to the Board, preferably in writing.

*Grievance Related to Administration.* For grievances regarding an administrator who reports to the Head of School, the grievance should be directed to the individual first, then the Head of School. If necessary, grievances left unresolved by the Head of School should be submitted in writing to the Board. Grievances regarding the Head of School should be directed to the individual first, then in writing to the Board.

### **School Management Contracts**

***If the proposed school does not intend to contract with an Education Service Provider, mark "Not Applicable" and skip to next section. If the proposed school intends to contract with a new Charter Management Organization or other Education Service Provider or partner that has not previously operated a school, provide the following information (and provide the requested documentation as Attachment 18):*** See Attachment 18. The information below reflects the unique nature of Indiana Charters LLC as an Education Service Provider who does not govern or manage the school.

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

Indiana Charters LLC was recommended to Valor by other successful charter schools for their supportive work and successful outcomes with other charters. Indiana Charters LLC offers flexibility to charter schools in selecting a variety of services as needed, as well as a robust training and transition option with the goal of training charter school staff to become independently capable of

performing the supportive services provided by Indiana Charters LLC. Valor's Founding Board selected Indiana Charters LLC for their success in providing charter school support services without entering into the school's managerial chain.

***b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school Governing Board, the school staff, and the service provider; Scope of services and resources to be provided by the ESP; Performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;*** Indiana Charters LLC will not be in the managerial chain. They will provide contracted services to Valor. No one on Valor's staff reports to Indiana Charters LLC. Service term details will be provided in the school's contract with the service provider. The Head of School and Governing Board will provide oversight of the terms of this contract to ensure the services were completed accurately and on time. The contract with Indiana Charters LLC will not be a long term contract. The school can terminate it at any point in accordance with the terms in the contract.

***c. A draft of the proposed management contract detailing all of the above terms;*** See Attachment 18.

***d. Explanation of the relationship between the school Governing Board and the ESP, specifying how the Governing Board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the Governing Board will ensure fulfillment of performance expectations;*** Valor's Governing Board does not have a relationship with Indiana Charters LLC. The Head of School will manage the services and oversee the contractual terms with Indiana Charters LLC. Indiana Charters LLC reports to the Head of School.

***e. Disclosure and explanation of any existing or potential conflicts of interest between the school Governing Board and proposed service provider or any affiliated business entities;*** Matt Wolf, the Secretary of Valor's Governing Board currently serves as the President of Seven Oaks Classical School. Seven Oaks has worked with Kevin Davis and Indiana Charters LLC in the past.

***f. Evidence that the service provider is authorized to do business in Indiana. Please be aware that any contract with an ESP will be null and void until approved by GSCA's office. Once approved, the contract will be made available to the public on the GSCA website.*** Provided in Attachment 18

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## PARENT & COMMUNITY INVOLVEMENT

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***1. Describe the role of any parents and community members involved in developing the proposed school.*** A group of parents and community volunteers for Valor Classical Academy is being developed. Currently, the group consists of interested families willing to help develop the school. The board receives messages and phone calls consistently from supportive parents and community members eager to commit to the establishment of Valor Classical Academy. These parents and community members are actively sharing the news of Valor by word of mouth, on their social media platforms, and are also developing fundraisers to be replicated throughout their local communities. Community members support the development of the school by hosting the school's meetings and inviting the board members to speak at special events.

***2. How will you inform parents and the community about the school's development?*** Valor Classical Academy has an informative website with forms to capture emails from interested parents and community members. Email campaigns are used regularly to share the school newsletter and to communicate updates on the development of the school. Additionally, the school uses facebook and instagram pages, where updates and information are consistently shared.

***3. Describe how you will engage parents in the life of the school. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.*** Parental engagement with their child's learning and the school are important components to the success of Valor Classical Academy. Teachers will maintain regular communication with parents about what their child is studying, how the parent can support and reinforce the concepts at home, and how the child is progressing in learning. At home, parents can support the virtues of Valor as well as the academics presented. Connecting parents to the spirit and culture of the classical model at Valor will help to strengthen the connections of parents and school.

Parents need to feel comfortable communicating with the Head of School and teachers. Parent conferences, open houses, newsletters, the school website, email access and a welcoming atmosphere create an environment of cooperation and partnership.

One vehicle to improve communication and support is the Parents Association that will help with school functions and provide support needed as identified by the school and parents. It can provide valuable help:

- To communicate with parents
- To help parents understand the fundamental culture and virtues

- To help schedule, promote and host student and parent activities
- To welcome new parents and encourage them to support and get involved in the school
- To encourage pride and respect in the children of Valor

**4. What community resources will be available to students and parents?** See Attachment 19.

*Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities. Provide, as Attachment 19, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.*

The desired location positions the school within reach of many established community libraries and programs including the following:

- Hamilton County 4-H, Future Farmers of America
- Conner Prairie’s youth volunteer program
- Jordan YMCA
- Boys and Girls Clubs of Boone County and Noblesville
- Carmel Parks & Recreation, Extended School Enrichment
- Wide variety of community club sports programs
- Wide variety of before and after school childcare programs

These community programs offer a wide range of educational support and student enrichment including the following activities:

- Sports Clubs: Basketball, Football, Soccer, Cheerleading, Volleyball, Pickleball, Tennis, Swim, Track & Field, Martial Arts
- Cooking clubs and volunteer programs teaching animal care, homestead interests, and historical recreation
- Homework help and tutoring
- Spell Bowl, Tech and STEM clubs
- Gymnastics, Dance & Drama

By partnering with these local programs, Valor will be able to immediately connect students to an array of interests during the early years while the school builds its own unique extracurricular programming based on student interest and involvement.

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## START UP OPERATIONS

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**1. Start-Up Plan.** See Attachment 20. *Provide, as Attachment 20, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. Also complete the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide as Attachment 22).*

**2. Transportation.** *If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, if applicable.*

Valor Classical Academy anticipates that parents and legal guardians of enrolled students will provide transportation for their own children or make carpool arrangements with other parents of children at the school. Valor will assist parents in making carpool arrangements should this be necessary. If funds should become available through changes in the charter school legislation, the board will consider allocating additional funds to expand and provide transportation options. The school will also work with before-and after-school care providers to ensure that transportation to and from school is a smoothly coordinated process. Should Valor be located in Carmel, it is planned that after-school options will be available to parents at nearby locations, and possibly be available on-site. In this case, school faculty and staff will be available to escort students to the check-in room. For other after-school care programs, transportation will be the responsibility of the parents and legal guardians. Special accommodations will be made where required to remain in compliance with state and federal law. Transportation for field trips and athletic events will be provided by contractors as needed through the funding currently allocated to these activities. Once an active athletics program is established, the school will seek to purchase a bus through fundraising and grant writing activities. If homeless students are enrolled in Valor will ensure the rights of those eligible under the McKinney-Vento Act are followed.

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

Valor Classical Academy places the highest priority on the safety and security of the school’s students, faculty, staff, and property. The school will be equipped with restricted access doors throughout the building. All school visitors will be required to sign in at the front office and wear an identification badge during their time at the school. Together with Valor’s Head of School and school

security professionals, Valor’s Governing Board will continue to develop policies consistent with industry standards to effect the highest levels of safety and security for students, the facility, and property. All faculty and staff will be properly trained on these security policies and procedures, warning signals, and the school’s emergency plan.

Valor’s Governing Board will continue to develop the school’s Student Information Protection and Privacy Policy. Once finalized, the policy will be presented to the board for approval and will be adopted and included in the Student and Family Handbook that is currently being developed. Valor Classical Academy will be subject to FERPA regulations and student data will only be released or used in a manner that is compliant with the law. Valor Classical Academy will only use vendors that are fully compliant with FERPA regulations regarding student data. Student data will be secured by the Student Information System (SIS) and will be available only to staff members that require access to the data. The school will manage personally identifiable information (PII) about students in accordance with the local, state, and federal laws including:

- Family Educational Rights and Privacy Act (FERPA)
- Children’s Online Privacy Protection Act (COPPA)
- Children’s Internet Protection Act (CIPA)
- Protection of Pupil Rights Amendment (PPRA)
- Individuals with Disabilities in Education Act (IDEA)

Valor Classical Academy will provide any equipment or technological support that students and families need.

**4. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).** Not applicable

**5. Insurance Coverage.** See Attachment 21. *Schools receiving a charter from GSCA will be required to indemnify GSCA employees, staff and Board members, the Indiana Department of Education, related entities and their respective officers, employees and agents. In addition, charter schools must obtain liability insurance coverage. The applicant should provide, as Attachment 21, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, commercial general liability, sexual abuse, property, indemnity, directors and officers, automobile, and others. The applicant must also provide in Attachment 21 an estimate from an insurance agent/broker for the insurance coverage described, with a minimum A-BEST rating. GSCA provides the following guidelines for insurance coverage:*

- **Commercial General Liability:** \$1,000,000 per occurrence; \$2,000,000 aggregate.
- **NOTE:** Such comprehensive general liability insurance must expressly cover corporal punishment liability and athletic participation medical coverage.
- **Directors' and Officers' Liability/Educators' Legal Liability/Employment Practices**
- **Liability:** \$1,000,000 per occurrence; \$3,000,000 aggregate.
- **Sexual Abuse Liability:** \$1,000,000. **NOTE:** Such Sexual Abuse Liability must be a separate policy or a separate coverage part with limits independent of other coverage parts in the general liability policy.
- **Automobile Liability:** \$1,000,000 combined single limit.
- **Umbrella (Excess Liability):** \$2,000,000 per occurrence; \$2,000,000 aggregate.
- **NOTE:** Umbrella policy must include: commercial general liability, directors' and officers' liability/educators' legal liability/employment practices liability, automobile liability and sexual abuse liability.
- **Workers' Compensation Liability:** As required by Indiana law.

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## FACILITIES

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*If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures.*

*Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations.*

***If you have already identified a facility, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.***



**Plan A**

The Atrium, 10330 N. Meridian, Indianapolis, IN 46290. This location is 3.5 miles from the originally proposed elementary school building in Carmel. As a result, the projected demographics and targeted enrollment zone submitted in this application remain unchanged. This nearly 250,000 square foot facility is conveniently located on Meridian Street near I-465 and has easy access via Illinois Street. The school plans to lease two of the four floors in the north wing for 2 years with the option for a long-term lease or sale of the property.

Each of the floors in the north wing are approximately 26,000 square feet. The 2nd and 3rd floors will be minimally built out to temporarily accommodate Valor’s 1st and 2nd years. The temporary build out will be structured with a long-term plan in mind. Due to the contiguous available space, the facility holds ample opportunity for Valor’s future growth from within as well as space on

the campus to include an outdoor play area and a gymnasium. Once a long-term commitment is negotiated, the plan is to incorporate an interior stairwell connecting the floors from within the school’s secured access area. Until then, the students will be monitored when using the stairs. Throughout the day during the first year, minimal use of the stairs is expected by the students, as one floor will accommodate the school’s needs in Year 1.

Appropriate safety features for secured entry will be included. A secure vestibule/ reception area will be created at Valor’s point of entry on the 2nd floor and will be used to receive guests for inquiries, drop offs, and for secure in-processing. The school areas will be separated and secured from the rest of the building to ensure school safety. Use of the elevators for the school will be secured. Fire and life safety requirements will be met as well as meeting the standards required to serve students with physical disabilities. The build out will be funded by a line of credit through the landlord. Valor Classical Academy has identified supporters and volunteers that have experience managing commercial real estate and completing commercial build outs, including board member Jim Bridenstine, owner of Carmel’s Buildsmart Construction. This expertise will be instrumental in helping to manage the renovations.



**Plan B**

Valor Classical Academy has identified a facility at 10404 Orchard Park Dr S, Carmel, IN 46280. This facility is the former Orchard Park Elementary School and is currently owned by the Carmel Clay School Corporation. In 2018, the Carmel Clay School Corporation voted to close the school, effective May 2021. In the process, the school corporation neglected to notify the Indiana DOE of the closure in violation of Indiana state law. Under the statute, the school corporation is required to notify the DOE, who in turn is to provide notification to charter organizers, opening a window of opportunity for a charter organizer to claim the building for \$1.

Valor Classical Academy filed suit against the Carmel Clay School Corporation to gain possession of the building in accordance with Indiana state law. The court ruled in favor of Carmel Clay School Corporation. Valor Classical Academy filed an appeal on April 14, 2023. Case # 29D04-2204-PL-002449

The former Orchard Park Elementary School is approximately 92,000 square feet and includes all the amenities expected of a school building of this size, such as a library, gymnasium, playground, administration offices, and dining areas. Though the school corporation has not provided an opportunity for inspection of the facility, or disclosed details of its condition, we believe the facility is in a condition to occupy with minimal upgrades to the facility given that classes were held in the building up to May of 2021. The budget provided in this proposal includes line items for capital improvements beginning in year 2. If a full inspection of the building reveals urgently needed capital improvements to remedy deferred maintenance that negatively impacts the ability to safely occupy the facility, Valor Classical Academy will seek financing through IFF or Charter School Capital to finance improvements in year 0 or 1. Given that this facility was in operation as a district school as recently as May of 2021, it is believed that this facility will meet fire and life safety requirements as well as meeting the standards required to serve students with physical disabilities.

Valor Classical Academy has identified supporters and volunteers that have experience managing commercial real estate and completing commercial build outs. This expertise will be instrumental in helping to manage any needed renovations of the identified facility.

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## BUDGET & FINANCE

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*Schools chartered by GSCA are required to adhere to Generally Accepted Accounting Principles (GAAP). Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.*

**1. Budget Form. Submit the Charter Proposal Budget Form in the Financial Plan Workbook (provide the completed Workbook as Attachment 22 and be sure to complete all pages in the Workbook). Be sure to provide a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). See Attachment 22.**

**2. Budget Narrative (provide as Attachment 23):** See Attachment 23.

**a. Per-Pupil Revenue.** You may refer to the Per-Pupil Revenue chart posted on the GSCA website that lists the actual 2010-2011 per-pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budget analyses should assume a July 1-June 30 fiscal year.

**b. Anticipated Funding Sources.** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

**c. Accounting for All Anticipated Expenditures.** Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

**3. Audits and Compliance.** Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana as required by the Indiana State Board of Accounts. <http://www.in.gov/sboa/>  
<https://support.google.com/a/users/answer/9308875?hl=en>

Valor Classical Academy will engage a qualified independent CPA experienced in performing audits for school corporations and charter schools to conduct an annual audit of Valor's accounting policies and practices. The CPA firm will also be engaged to complete the annual IRS form 990.

Valor Classical Academy intends to contract with Indiana Charters to establish accounting, purchasing, and payroll processes. Indiana Charters will assist the school in identifying qualified administrative staff prior to start-up to assist with bookkeeping practices. Accounting processes will be customized to take best advantage of on-site staff. Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be the property of Valor Classical Academy. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the Board. The Board will review and vote to receive financial statements at the monthly meeting of the Board of Directors.