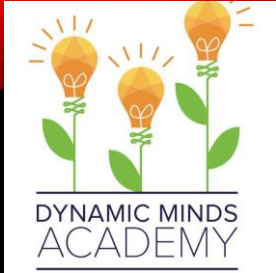




DYNAMIC MINDS
ACADEMY

GROW YOUR OWN WAY



INTRODUCTION OF LEADERSHIP TEAM & BOARD MEMBERS

DMA Board of Directors:

Joel Harris – President

Doug Downey – Secretary

Barbara Maschino

Bruce Breeden

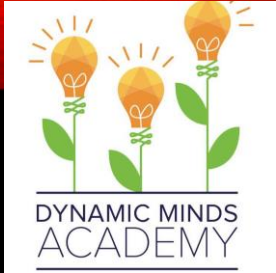
Dr. Mary Lou Hulseman

School Leadership:

Lisa Chandler – Education Director

Jayne Brown Suess – Assistant Director

Julie Gordon – The Hope Source, Therapy Provider



OVERVIEW OF PROPOSED SCHOOL


- Mission
- Population to be served
- Integrate Treatment and Education
 - Shared Facility
 - Shared time between academics and therapy
 - Coordinated therapy and educational goals
- Schedule
- Teacher Student Ratios
- Safe and Secure Facilities (Rooms optimized for the benefit of the students)



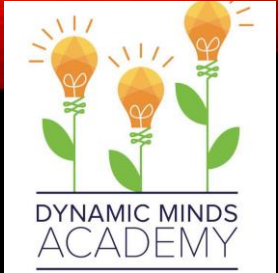
GRADES SERVED

- K-4 = Littles
- 5-7 = Middles
- 8-12+ = Bigs

Advancement based on various factors including development, academics, age, and social



Core Curriculum and Teaching Model



CORE CURRICULUM AND TEACHING MODEL

- Online Resources
- Project Based
- Individual Intensive



CORE CURRICULUM AND TEACHING MODEL

PLATO

- Standard alignment
- Pacing
- Adaptable
- Flexible
- Assessment





CORE CURRICULUM AND TEACHING MODEL

PROJECT BASED (STEAM)

- Real world
- Time span
- Integrated content
- Modes of learning
- Assessments

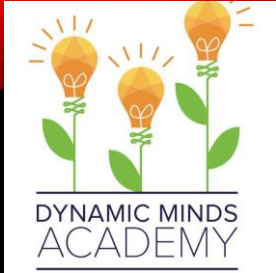




CORE CURRICULUM AND TEACHING MODEL

- Individualized
- Collaborative
- Therapeutic



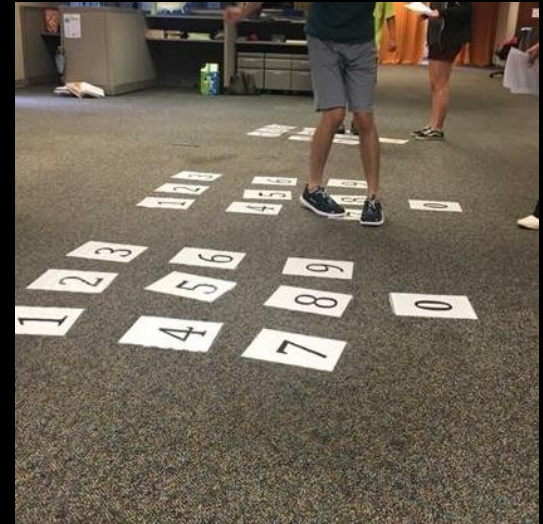


CORE CURRICULUM AND TEACHING MODEL

Individualized Instruction

Universal Design of Learning

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement





CORE CURRICULUM AND TEACHING MODEL

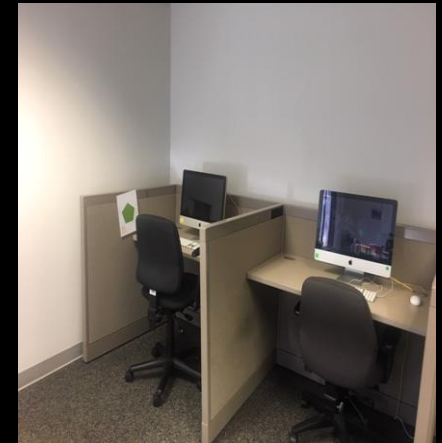
Individualized Learning Environments



Small group



One on one



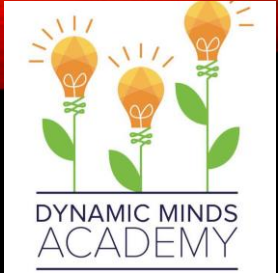
Individual



CORE CURRICULUM AND TEACHING MODEL

Individualized Academic Tracks

- Flexible
- Relevant
- Rigorous



CORE CURRICULUM AND TEACHING MODEL

Collaborative

- Teachers/Co-Teachers
- Parents
- Behavior Therapists
- Occupational Therapists
- Speech Therapists
- Clinicians



CORE CURRICULUM AND TEACHING MODEL

Therapeutic

- Communication
- Transitions
- Expectations
- Classrooms
- Relationships





SCHOOL FINANCE AND PROPOSED BUDGET

- Sources of the school funding
- Proposed growth of DMA
- Cash Flow Concerns for First Year

FUNDING SOURCES & GROWTH

	Year 0	Year 1 150 Students	Year 2 200 Students	Year 3 250 Students	Year 4 300 Students	Year 5 350 Students
REVENUE (Dollars in thousands)						
State Revenue						
Basic Grant		909.0	1,212.0	1,515.0	1,818.0	2,121.0
Other State Revenue: State Special Education		1,318.1	1,757.5	2,196.9	2,636.3	3,075.7
Other State Revenue: Medicaid Reimbursement		38.0	50.6	63.3	75.0	88.5
Federal Revenue						
Charter School Program (CSP) Grant	325.0	104.8	183.0			
Public Law 101-476 (IDEA)		65.0	86.0	108.0	130.0	150.0
Other Revenue						
Other: Charter and Innovation Network Grant		75.0	100.0	125.0	150.0	175.0
Other: Charter School Capital Revolving Loan		300.0				
Other: School-Based Medicaid Program		225.0	300.0	375.0	450.0	525.0
Total Revenue	325.0	3,034.9	3,689.1	4,383.2	5,259.3	6,135.2

CASH FLOW FIRST YEAR

	Apr '19	May '19	Jun '19	Jul '19	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19
REVENUE									
State Revenue									
Basic Grant				75.7	75.7	75.7	75.7	75.7	75.7
Other State Revenue: State Special Education									
Other State Revenue: Medicaid Reimbursement					3.5	3.5	3.5	3.5	3.5
Federal Revenue									
Charter School Program (CSP) Grant		150.0	175.0	50.0	25.0	29.8			
Public Law 101-476 (IDEA)							10.8	10.8	10.8
Other Revenues									
Other: Charter and Innovation Network Grant							37.5		37.5
Other: Charter School Capital Revolving Loan	150.0			250.0					
Other: School-Based Medicaid Program					20.5	20.5	20.5	20.5	20.5
Total Revenue	150.0	150.0	175.0	375.7	124.7	129.5	148.0	110.5	148.0

CASH FLOW FIRST YEAR

	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Total
REVENUE							
State Revenue							
Basic Grant	75.7	75.7	75.7	75.7	75.7	75.7	909.0
Other State Revenue: State Special Education		878.8	109.8	109.8	109.8	109.8	1,318.1
Other State Revenue: Medicaid Reimbursement	3.5	3.5	3.5	3.5	3.5	3.5	38.0
Federal Revenue							
Charter School Program (CSP) Grant							104.8
Public Law 101-476 (IDEA)	5.4	5.4	5.4	5.4	5.4	5.4	65.0
Other Revenues							0.0
Other: Charter and Innovation Network Grant							75.0
Other: Charter School Capital Revolving Loan		50.0					300.0
Other: School-Based Medicaid Program	20.5	20.5	20.5	20.5	20.5	20.5	225.0
Total Revenue	105.1	1,033.8	214.9	214.9	214.9	214.9	3,034.9

CASH FLOW FIRST YEAR

	Apr '19	May '19	Jun '19	Jul '19	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19
EXPENDITURES									
Total Personnel Expenses	26.9	26.9	26.9	132.2	127.2	127.2	127.2	127.2	127.2
Total Instructional Supplies and Resources		40.0		66.0	1.5			1.5	
Total Board Expenses									
Total Professional Purchased or Contracted Services	15.0			24.1	31.3	33.3	36.2	41.3	31.3
Total Facilities	55.0	15.0	15.0	20.0					
Total Other			150.0				9.1	2.3	2.3
Total Expenditures	96.9	81.9	191.9	242.3	160.0	160.5	172.4	172.3	160.8
Cash Flow Summary									
Start Bank Balance		53.1	121.2	104.3	237.8	202.5	171.4	147.0	85.2
Total Revenue	150.0	150.0	175.0	375.7	124.7	129.5	148.0	110.5	148.0
Total Expenses	96.9	81.9	191.9	242.3	160.0	160.5	172.4	172.3	160.8
Monthly cash flow	53.1	68.1	(16.9)	133.5	(35.4)	(31.1)	(24.5)	(61.8)	(12.8)
End of Month Projected bank balance	53.1	121.2	104.3	237.8	202.5	171.4	147.0	85.2	72.4

CASH FLOW FIRST YEAR

	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Total
EXPENDITURES							
Total Personnel Expenses	127.2	142.2	127.2	127.2	127.2	183.2	1,602.1
Total Instructional Supplies and Resources		1.5		1.5	15.0	11.5	98.5
Total Board Expenses			5.0				5.0
Total Professional Purchased or Contracted Services	36.2	263.6	64.8	59.7	56.8	64.8	743.5
Total Facilities		40.0	15.0	15.0	15.0	25.0	130.0
Total Other	2.3	282.3	2.3	2.3	2.3	132.3	437.3
Total Expenditures	165.6	729.6	214.3	205.6	216.3	416.8	3,016.4
Cash Flow Summary							
Start Bank Balance	72.4	11.8	316.1	316.7	326.0	324.7	
Total Revenue	105.1	1,033.8	214.9	214.9	214.9	214.9	4,050.9
Total Expenses	165.6	729.6	214.3	205.6	216.3	416.8	4,208.4
Monthly cash flow	(60.6)	304.2	0.7	9.3	(1.3)	(201.8)	18.5
End of Month Projected bank balance	11.8	316.1	316.7	326.0	324.7	122.8	18.5

"I want people who are parents/caregivers of students on the autism spectrum to be able to have the peace of mind I found at this school. And I want many more students to spend their days at a school that teaches, includes and respects them – one that allows them to belong - because belonging isn't easy for them, but they so deserve it." -Alison O.

"He is learning at his own pace and not having daily frustrations or statements of being "stupid." He no longer cries at night that he won't get in trouble or "be bad" at school the next day." – Christine C.

"In the years that he has attended, we have gone from total meltdowns in trying to get him to write a sentence, to him telling me he needed to finish an essay. " – Kay L.

"Dynamic Minds Academy can save lives — and that is not hyperbole. Learning how to learn, becoming intellectually & emotionally flexible — these are critical skills. Being in a supportive environment that enriches the mind & nurtures the spirit and stops bullying in its tracks — this is essential. Combining academics & therapy? Nothing less than life-altering." – Judi J.

"He went from a sad, bullied, angry boy who cried daily, to a confident, resilient, successful young man. He believes in himself, challenges his fears and takes pride in every success." - Allison W.

"They are experts in providing the right amount of support, yet also challenging him to do more. It is not a cake walk. He knows it and he is excited for the next challenge." – Brian S.

"The first few months he was there, I felt that he had learned way more than the past few years at his other school. Finally, he was in a place that understood the way he learned." – Misty A

"We are thankful they are giving him opportunities to develop life skills for transitioning into life after school." – Asia B.

"His processing speed was so slow, he could not keep up in any class, yet he was always mainstreamed with other students that did not have the disabilities he had. One of the unfortunate side effects of this practice is that he was inadvertently taught that he was "not as smart" or "not good as everyone else at _____". We continue to try to undo the damage this has done to his self-image, but after years and years of sitting in mainstream classrooms, it's tough." – Lauralee V.

"I got calls every other day for six weeks straight from the private school before we decided to pull him out of it and attend [here]. It affected my work and it was extremely stressful for the family." – Amber K.

"Shortly after beginning, my older child once commented, 'Mom, I like school. People at school are a lot like me.' My heart melted. She has NEVER felt a sense of safety and belonging in her past environments." – Jennifer C.

"They give our son the opportunity to have properly educated teachers and staff with the knowledge of educational and behavioral services for challenging children that need a little extra to feel successful in a stress free, non-judgmental atmosphere." – Tracy B.

"It's so nice to finally be able to drop my child off somewhere and not have to stress out all day wondering if he is okay." – Sandra H.

"Since joining [here], our son has caught up to and even exceeded his level for all subjects! He enjoys school now." – Nancy B.

"The way information is presented to our children is personalized so that they truly can understand what they are being taught. They enjoy what they are learning and not just education based...it is all bundled together to instill social skills, daily tasks, understanding of the world around them, etc." – Breezy W.



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