

# Ball State University Charter School Proposal

For

New Leaf Career Tech  
Academy

## Mission and Purpose

### Mission Statement

The Mission of New Leaf Career Tech Academy (NLCTA) is to provide a nontraditional 21st Century Education that would allow at-risk students to successfully compete in a global marketplace. Their educational experiences would include exposure to the latest technology as well as career and collegiate pathway choices.

### Vision

The Vision of the New Leaf Organization (NLCTA) is to train and develop students to become professional, future employees; who are able to compete within the global marketplace.

### Purpose

This program will service the at-risk population within the city of Gary and the Northwest Indiana region. This population has not been successful in earning a high school diploma as well as hard and soft professional skills that are necessary for becoming a productive community member. Our goal is to have this program be an alternative for this population to be deterred from taking the path to incarceration because of their lack of education and skills; empowering them to be self sufficient.

We will be providing a necessary service to underprivileged communities. A majority of the urban environments in Northwest Indiana are minority groups that consist of single-parent households (mainly women) with over 80% without a high school diploma and living below the poverty line. The great equalizer for these urban areas is education and job training. Our non-traditional model will provide a 21st-century education for a global society that will give these communities an economic boost by training this core demographic of productive aged citizens.

By utilizing technology into our student's core curriculum will lead them to becoming productive citizens cognizant of the separation between social and professional life. This will assist our students by further developing soft professional skills necessary for future employment.

By leveraging our partnerships with local businesses and major corporations, we will be able to offer classes, internships and other opportunities that will expose our students to various career options within Northwest Indiana and allow them to confidently step into the second phase of their lives.

NLCTA will be support itself based on the ADM, various entitlements, special education funding, and the Federal Charter Grant. The school will work with other area public and charter schools to work with their identified at-risk populations in order to boost graduation for both schools. The School will operate in the Gary Career Center. The need for this type of program to boost graduation rates has been identified based on the data in the following charts below:

## Graduation Rates

School	Graduation Rate 2013	2012	2011	2010
East Chicago Central	82.1 %	79.3%	67%	52%
Gary-Lew Wallace	54.9%	54.8%	60.4	75.5
Gary- West Side	69%	65.7%	69.4%	73.4%
Gary- Wirt/Emerson	95.2%	88.6%	94.1%	90.8%
Thea Bowman	95.6%	88.4%	86.4%	84.9%
Gary Lighthouse	87.3%	***	***	***
21 <sup>st</sup> Century Gary	100%	95.2%	100%	76.5%
Edison	76.7	67.9%	70.8%	71.4%
Merrillville	93.5%	89%	90.1%	90.8%
Hammond Clark	77%	79.6%	74.9%	68.8%
Hammond Morton	61.4%	67.8%	69.7%	69.1%
Hammond Gavit	83%	75.8%	76.9%	79.3%
Hammond High	78.5%	75.6%	74.7%	62.6%

## Drop Outs and Expulsions

School	Students Expelled 2013	2012	2011	Student Drop Outs 2013	2012	2011
East Chicago Central	15 263 enrolled	28	20	10	25	28
Gary-Lew Wallace	1 122 enrolled	36	128	11	26	40
Gary-West Side	3 303 enrolled	56	103	18	17	16
Gary- Wirt/Emerson	1 63 enrolled	6	3	2	0	2
Thea Bowman	Not available* 113 enrolled	*	*	*	*	*
Gary Lighthouse	Not available* 55 enrolled	*	*	*	*	*
21 <sup>st</sup> Century Gary	Not available* 24 enrolled	*	*	*	*	*
Edison	13 86 enrolled	36	27	17	10	10
Merrillville High	17 587 enrolled	13	10	16	22	12
Hammond-Clark	3 209 enrolled	8	30	28	21	14
Hammond Morton	31 267 enrolled	22	43	32	54	48
Hammond Gavit	35 206 enrolled	67	42	3	7	7
Hammond High	10 233 enrolled	30	16	20	12	66

Graduation rates have risen, but a major percentage of young adolescence are still missing. The number of students being expelled and dropping out of school represent major societal strains as well. These individuals without high school diplomas begin to miss vital opportunities to be successful. They are unable to attend college, the military, or trade schools because they do not have a high school diploma. They only positions available to them are minimum wage jobs that are offer limited career advancement without education. These individuals immediately begin their working careers below the



poverty line. Due to their lack of finances, many of these individuals end up seeking government assistance or choose to perform illegal activities to supplement income.

As time goes on these individuals are susceptible to being victims of crime or incarceration. NLCTA can bridge the gap between these individuals becoming productive citizens in their communities and take them off the path towards incarceration and government assistance.

## Management Structure

The organizer understands that Ball State is the Charter Authorizer. The organizer is a Gary police officer that unfortunately sees many of the young men and women NLCTA will service in trouble with the law. The organizer wants to see a change in the Gary community and an opportunity for these individuals to deter from a lifestyle leading them towards incarceration. NLCTA has chosen to partner with New Leaf Organization (NLO) to bring this school to fruition (See Attachment 4 for Fully Executed EMO Agreement). The organizer will be responsible for developing the school board with like-minded individuals. The organizer and these individuals will be responsible for communicating to the public through newsletters, e-mail, school website about all events and all other information necessary for public knowledge. The School Board will hold open board meetings according to Indiana Open Door Law governing public meetings (IC § 5-14-1.5), including timely public notice of upcoming meetings. The School board will hold NLO accountable to maintaining financial security, student academic achievement, career and college readiness placement, staff professional development, and reporting all necessary information to Ball State.

The school's administrator will perform day-to-day academic management of the New Leaf Career Tech Academy. The staff will report to the school administrator. The school administrator will be responsible for making sure the staff is raising each student's academic achievement as demonstrated by successful completion of high school courses, passing the English and Algebra end of course assessments (ECA), following their chosen career or college pathway, and by student's completing their high school diploma. All Academic and operations management will be overseen by NLO, under the supervision of the Board. The school will have the following staff members:

- Principal
- Administrative Assistant
- Guidance Counselor
- Teaching Staff
- Special Education Teacher
- Instructional Assistants

These individuals will be employees of NLO and work at NLCTA. The principal will be responsible for overseeing all Title I programs, Title III programs, etc. and the special education teacher will oversee the special education program. Each of these individuals will work together to make sure program dollars are used according to their designated allotment.

## Curriculum, Instructional Methods, and Pupil Assessment

Below is a summary of the three pillars of New Leaf Career Tech Academy curriculum and implementation.

### **Blended Learning / Differentiated Instruction**

New Leaf Career Tech Academy implements a flex model of blended learning that incorporates small group instruction, targeted interventions based on skill level, cooperative team learning, and individualized enrichment. This flex model allows students more flexibility through differentiated learning modalities with the ultimate goal of optimizing learning experiences based on students' individual needs. Each student has a customized and fluid schedule among different cohorts based on skill level rather than a traditional grade level. Each teacher is paired with an instructional coach to form a team that analyzes results from the TABE, Acuity, NWEA, and ASVAB tests to place students in appropriate cohorts and raise each group's skill level accordingly. Students receive their scores and are able to track their own progress which reinforces a sense of ownership of each student's own personal educational outcomes. Skill building and remediation all take places under the direct instruction of the teacher/instructional coach team and progress is monitored quarterly.

Students are able to complete the credits they need for the CORE 40 diploma through an online software program called Odyssey from Compass Learning. This format allows

students to work anywhere they have an Internet connection and at their own pace. They attend daily and are encouraged to continue to work at home or the public library on weekends. Odyssey has a tremendous wealth of resources for students and teachers alike and has built-in progress monitoring features to ensure students understand the intended learning outcomes of each required class. For tested subjects, students receive direct instruction from a licensed teacher and are required to complete remediation to be eligible to take the end of course assessments. However, the focus of instruction is centered on skill building and understanding desired learning objectives rather than passing a state exam. Moreover, New Leaf Career Tech Academy is forming partnerships with Community Colleges/Universities to offer dual credit courses. Additional partnerships with the Gary Area Career Center offer classes and certification of trades such as welding, cosmetology, C.N.A. (certified nursing assistant), and C.D.L. licensure. New Leaf Career Tech Academy remains focused on offering students diverse paths to economic security for their families and their future.

The structure of New Leaf Career Tech Academy is centered on learning labs open twelve hours (8 a.m. to 8 p.m.) daily in which students are required to attend a minimum of four hours to fulfill the daily attendance requirement, but all students are encouraged to stay as long as possible. Within the open lab structure are specified direct instruction times that the teacher and instructional coach remediate and enrich students within the blended learning model. New Leaf Career Tech Academy has a small, intimate setting where students are working with the same teacher/instructional coach team for more than enough time to earnestly and methodically implement differentiated instruction.

### **Culture of Professionalism / Language of Opportunity**

Students learn professional behavior and are expected to act as if they are in a job interview at all times. New Leaf Career Tech Academy aims to produce employable graduates capable of success at a trade school or university setting to yield a high-paying job. Teachers and instructional coaches teach and model professional behavior expectations in each of the settings in the blended learning model and are encouraged to speak properly and answer instructional questions using complete sentences. The entire staff from the secretary to the administration emphasis language of opportunity (regardless of how a student speaks elsewhere, on campus he/she is constantly in a job interview) by asking students to self-correct in class, in the office area, during mealtime, etc. As a team, the faculty and staff expect 100 percent compliance with professional standards with behaviors ranging from dress code to subject-verb agreement all while

encouraging students to critically think about importance of learning social norms they will be confronted with in society.

Critical thinking skills are not limited to academic standards. Social mobility can be a dire task in the best of circumstances, and students must realize they are in a serious competition with others for jobs and seats in college. Students must become self-aware and critical of their own personal interactions with society in order to navigate the power structures necessary to escape the jaws of poverty.

### **Culturally Relevant Pedagogy / Agency and Cultural Capital**

Culturally relevant pedagogy refers to instruction designed to include specific knowledge about culturally influenced and unique ways of thinking, learning, communicating, believing, and behaving and how they influence educational outcomes. New Leaf Career Tech Academy insists upon the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. Culturally responsive teaching enables students to be better human beings and more successful learners. Empowerment of this sort can be described as academic competence, self-efficacy, and initiative of setting and accomplishing obtainable and measurable goals. Teachers empower students with a critical-democratic pedagogy for self and social change by approaching individual growth as an active, cooperative, and social process because the self and society create each other. New Leaf Career Tech Academy aims to relate personal growth to public life; to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change. Social Justice Mondays is an interdisciplinary (math and language arts) program involving current social justice issues (for example voter suppression efforts, hiring discrimination, housing discrimination, gender pay-gap, etc.) around the nation are discussed in addition to the intersection of race, class, and gender through Socratic seminars, written reflections, media clips, as well as the personal experiences of students. Dominant power structures are critically analyzed in a conscious effort to give students the wherewithal to bring personal and familial social mobility to fruition. Students learn the necessary cultural capital to develop the personal agency to improve earning potential, increase self-worth, and drastically improve the families of the communities they call home.

New Leaf Career Tech Academy is fully immersed in the community of Gary in its recruiting efforts, support services, and local advertising. The Social Worker will lead a group called SAAB (Student African American Brotherhood) as a community service and leadership component of the social justice curriculum. As a transformative institution in

the community, the New Leaf Career Tech Academy team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action.

## Promotion and Graduation Policy

New Leaf Career Tech Academy offers a non-traditional curriculum program awarding at risk students the potential to earn credits at an accelerated rate dependent upon the time and commitment put forth by the individual student. Students will be required to earn a minimum of 7 credits per semester with 47 credits required to earn their Core-40 diploma. Student promotions will be identified over the summer and occur in August every year. Students will be allowed to graduate quarterly from NLCTA based upon their rate of completion of all Core-40 diploma requirements. Students will participate in a graduation ceremony in June of every year regardless of completion of all Core-40 diploma requirements.

## Admissions Policy

All new students will need to complete each one of these sections to be enrolled in NLCTA:

### Complete Application:

- Transcript
- Birth Certificate
- Social Security Card
- State I.D.
- IEP Report
- Nurse Packet (under 18 only)

### Screening:

- Interview process with social worker and principal.
- Student Handbook
- Attendance Policy
- Hours of Operation

- **Uniform Policy**
- **NLCTA Expectations**

**Testing (3 days):**

- **TABE**
- **ACUPLACER**
- **ACUITY**
- **ASVAB**
- **Odyssey Math and English Diagnostic Assessments**
- **Students will not be officially enrolled until they complete all intake assessments and establish a pattern of regular attendance within the first 10 days of each quarter.**

## **Student Record Policy**

Parents have the right to see all records that pertain to their individual student (under the age of 18). If students desire to view their records, they will contact the Principal. Student records will not leave the office area. Students will be given a private area to view their records. By law, student records must be kept confidential and viewed only by school personnel dealing with the child directly. No information shall be shared publicly in any way without expressed written permission of the parent or guardian.

## **Supplemental Programs**

New Leaf Career Tech Academy will partner with the Gary Area Career Center offering career pathway opportunities for all students. Partnerships will also be established with regional colleges and universities to offer a liberal selection of dual credit and vocational program opportunities. Partnerships will also be established with regional business and manufacturing companies to offer internships based upon a student's chosen career pathway.

Students will be required to select a collegiate or career pathway with assistance from the guidance counselor when establishing their individual academic success plan and class schedule.



## Plans and Programs for At-Risk and Special Populations

### Culture of Professionalism / Language of Opportunity

New Leaf Career Tech Academy at risk non-traditional students learn professional behavior and are expected to act as if they are in a job interview at all times. New Leaf Career Tech Academy aims to produce employable graduates capable of success at a trade school or university setting to yield a high-paying job. Teachers and instructional coaches teach and model professional behavior expectations in each of the settings in the blended learning model and are encouraged to speak properly and answer instructional questions using complete sentences. The entire staff from the secretary to the administration emphasis language of opportunity (regardless of how a student speaks elsewhere, on campus he/she is constantly in a job interview) by asking students to self-correct in class, in the office area, during meal time, etc. As a team, the faculty and staff expect 100 percent compliance with professional standards with behaviors ranging from dress code to subject-verb agreement all while encouraging students to critically think about importance of learning social norms they will be confronted within society.

Critical thinking skills are not limited to academic standards. Social mobility can be a dire task in the best of circumstances, and students must realize they are in a serious competition with others for jobs and seats in college. Students must become self-aware and critical of their own personal interactions with society in order to navigate the power structures necessary to escape the jaws of poverty and the direct pathway to the Department of Corrections.

### Culturally Relevant Pedagogy / Agency and Cultural Capital

Culturally relevant pedagogy refers to instruction designed to include specific knowledge about culturally-influenced and unique ways of thinking, learning, communicating, believing, and behaving and how they influence educational outcomes. New Leaf Career Tech Academy insists upon the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. Culturally responsive teaching enables students to be better human beings and more successful learners. Empowerment of this sort can be described as academic competence, self-efficacy, and initiative of setting and accomplishing obtainable and measurable goals.

Teachers empower students with a critical-democratic pedagogy for self and social change by approaching individual growth as an active, cooperative, and social process because the self and society create each other. New Leaf Career Tech Academy aims to relate personal growth to public life; to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change. Social Justice Mondays is an interdisciplinary (math and language arts) program involving current social justice issues (for example voter suppression efforts, hiring discrimination, housing discrimination, gender pay-gap, etc.) around the nation are discussed in addition to the intersection of race, class, and gender through Socratic seminars, written reflections, media clips, as well as the personal experiences of students. Dominant power structures are critically analyzed in a conscious effort to give students the wherewithal to bring personal and familial social mobility to fruition. Students learn the necessary cultural capital to develop the personal agency to improve earning potential, increase self-worth, and drastically improve the families of the communities they call home.

## Parent and Community Involvement

New Leaf Career Tech Academy is fully immersed in the community of Gary in its recruiting efforts, support services, and local advertising. The Social Worker will lead a group called SAAB (Student African American Brotherhood) as a community service and leadership component of the social justice curriculum. As a transformative institution in the community, the New Leaf Career Tech Academy team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action.

Many of our students will have limited to no parent involvement in their education. However, we will have an open house every fall for students to bring in parents or any other person supporting them while they are a student at New Leaf Career Tech Academy. We will survey our students on how to effectively communicate with the individuals in their lives that are supporting them while they are in school.

To promote our program and give our students an opportunity to give back to the community, NLCTA will partner with the mayors office for volunteer opportunities for our

students such as organizing community clean up events throughout the city of Gary. The more opportunities our students have to give back to the community will assist them in becoming contributing members to society.

Our SAAB organization will also partner with other community organizations such as Brother's Keeper, The Salvation Army, and various food pantry's run through local churches as community support outreach programs.

## Responsibilities of the Staff

The school's administrator will perform day-to-day academic management of the New Leaf Career Tech Academy. The staff will report to the school administrator. The school administrator will be responsible for making sure the staff is raising each student's academic achievement as demonstrated by successful completion of high school courses, passing the English and Algebra end of course assessments (ECA), following their chosen career or college pathway, and by student's completing their high school diploma. Business functions will be managed by the NLO, under the supervision of the Board.

The guidance counselor will oversee all student transcripts and diagnostic assessments using such data to prepare a viable academic pathway for all students. He/she will also meet with individual students to assist them in choosing either a collegiate or career pathway leading to the development of the student's individual success plan (ISP).

Teachers will be responsible for successfully implementing our non-traditional accelerated academic curriculum. Further, teachers and all staff members will also adopt a holistic approach as educators by also teaching those soft-skills that so many at risk learners are lacking in order to be successful both academically and as self-sustaining productive members of their family unit and their society.

Instructional coaches will assist in the classroom implementing our blended learning instruction under the auspices of the classroom teacher. They will oversee remedial student groups along with assisting students working on their on-line classes while the teacher is delivering his/her direct instruction.

The social worker will work closely with all students and their respective families making sure they receive the support and services they need to be successful and safe both in and out of the school setting.

The administrative assistant will oversee all administrative office operations under the auspices of the principal.

## Criminal History and Background Checks

All staff and volunteers at New Leaf Career Tech Academy will be required to consent to criminal history and background checks as a condition of employment or volunteering at the school. Criminal history and background checks will be administered through the City of Gary Police Department. All personnel will also be checked for listings on the national sex offender list as an additional condition of employment.

## Personnel Plan

A complete staffing matrix for New Leaf Career Tech Academy is included on page 11 in Attachment 6.

New Leaf Career Tech Academy will seek to employ only teachers that meet Indiana teacher certification and licensure requirements as well as all requirements outlined in the federal No Child Left Behind Act. NLCTA will require copies of all relevant licensures and will verify all such submissions through the Indiana Department of Education. The school will directly employ the services of certified teachers on an "at will" basis as will be clearly outlined in the work agreement as stated in our Teacher/Employee Handbook (currently under development). NLCTA will follow the guidelines outlined in IC 20-24-6-1, 2,3,4,5,6,7,8. NLCTA will function as an equal opportunity employer not discriminating on the basis of race, religion, age, sex, gender, or disabilities. NLCTA will comply with all areas of the Americans with Disabilities Act and GEPA. New Leaf Career Tech Academy will network with all regional colleges and universities seeking to create internships for students enrolled in their respective teacher licensure programs. Through establishing this relationship the school will seek to attract dedicated and qualified teachers in all areas and especially the areas. NLCTA will also partner with "Teach for America" in an attempt to recruit those individuals dedicated to teaching in large urban centers. Further, the school will offer a highly competitive salary and benefit package designed to not only attract but to also retain highly qualified and dedicated teachers.

All teachers would be required to attend on going workshops on our on-line curriculum program along with attending professional development sessions on our data driven curriculum component. Data driven curriculum professional development would specifically target how to use student data to effectively drive instruction in both a remedial and accelerated fashion. Teachers will also be required to attend workshops such as but not limited to "Teach for America" to learn and



enhance successful teaching best practices in large urban centers consisting of an at risk non-traditional student population.

Professional development would be implemented in house whenever possible in order to certify that all professional development is directly tied to the goals and educational outcomes pursuant to New Leaf Career Tech Academy and is effectively implemented in the classrooms.

## Teacher and Administrative Evaluation Plans

All teachers will be evaluated using the Rise Evaluation Rubric through the IDOE bi-annually by the building principal and his/her designee. The first evaluation will be completed after Thanksgiving break but before the Holiday/Winter Break. The second evaluation will be completed after Spring Break but before the end of the spring semester. Formal evaluations will follow regular classroom walk-throughs and observations all designed as positive and proactive support measures for the teacher.

Administrators will follow the same schedule and evaluation tool as the teachers. CEO and the Chief Academic Officer (CAO) of New Leaf Organization will evaluate them.

## Teacher Staff Compensation and Benefits Program

Staff will be paid a competitive rate based on experience. Currently, NLO is working with Midwest Insurance Center for staff benefits and all other insurance needs (See Attachment 6 pg. 8 and 11 for benefits projections in budget).

## Professional Development Methods

All staff will have professional development on the following items:

- Odyssey Online Curriculum
- Managing a blended learning environment (BLE).
- Technology use.
- Student expectations.

Prior to the start of the first school year, staff will have five days of professional

development to implement the online curriculum, technology, BLE, and classroom management. All teachers would be required to attend on going workshops on our on-line curriculum program along with attending professional development sessions on our data driven curriculum component. Data driven curriculum professional development would specifically target how to use student data to effectively drive instruction in both a remedial and accelerated fashion.

Professional development would be implemented in house in order to certify that all professional development is directly tied to the goals and educational outcomes pursuant to New Leaf Career Tech Academy and effectively implemented in the classrooms.

## Lease and School Safety Policy

NLCTA is currently in negotiations with the Gary Career Center to lease a section of its facility for day-to-day operations. NLCTA will have its staff offices located on premises as well. NLCTA will follow Gary Career Center School safety plan as well for evacuation and lock down procedures.

## Transportation Policy

### BUS PASSES

Bus Passes for GPTC bus service are available to eligible students based on attendance, academic progress, and professional behavior.

## Disciplinary Plan

New Leaf Career Tech Academy will operate under the belief that developing and maintaining a positive school climate starts first and foremost with a fair and consistent discipline policy. A school climate that builds on the strengths and assets of each student, while promoting self-esteem, works against the destructive factors that contribute to negative consequences. The school will therefore emphasize programs that emphasize prevention, positive alternatives, the development of life skills, and recognition of socially acceptable behavior. Each student will be expected to follow the student handbook as it regards student behavior and to effectively identify and address non-academic issues that



impact educational success, each student will develop a life plan with the assistance of a mentor-counselor that incorporates both academic and personal goals.

Also critical to establishing and maintaining a positive school climate is the building of positive relationships and clear communications with parents, business and community leaders, local law enforcement officials/officers, and a wide array of youth-serving professionals in the community.

It is the expectation that all students conduct themselves in a responsible manner, as outlined in the Student Handbook, in order to maintain a safe and orderly environment and provide the opportunity for learning for all students. Teachers receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to effectively implement strategies in their classrooms. Professional development activities will provide support with instructional/management needs of school staff.

Discipline is one of the most important lessons of education. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people. An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

The school's discipline code will apply to the actions of students during school hours, before and after school, while on school property, at all school sponsored events, and when the actions affect the mission of the school. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct impacts the mission of the school.

Teachers, administrators and parents are all expected to familiarize themselves with the disciplinary policies and procedures of the school. All adults either working or who have children enrolled in the school are expected to act as role models at all times.

In addition to the expectations outlined in the student handbook, which is provided to students and families at the start of the school year, the incorporation of a Character Education Program as an integral component of the New Leaf Career Tech Academy program will be used to teach and monitor appropriate behaviors. Our character education program is culturally based and exposes students, in a spiraling and developmentally appropriate manner, to issues of cultural relevance and respect. It also teaches methods that provide for the development of problem solving and communication strategies that support implementation of the behavioral expectations. The New Leaf Career Tech Academy program emphasizes the values and responsibilities of good citizenship inherent

in the school behavior code. Actions will be taken, as indicated in the previous section, to ensure a safe, orderly, and positive learning environment.

The staff will receive their copy of the discipline code that is included in the handbook at professional development that will be held in August prior to the start of the academic year. The school will distribute the student handbook during the school's initial open house prior to the start of school in August. At that time the school staff will take some time and go through the discipline code with parents and ask them to sign a form to confirm that the policies have been read.

## Medication Policy

### MEDICATION POLICY

When it is necessary for a student to take medication during the school day, Indiana State Code must be followed. Both prescription and non-prescription medication must be brought to the school clinic and kept there for the nurse or nurse-delegate to dispense. Medication may be given or dispensed only by a school administrator, school nurse, teacher, or other school employee designated by the school administrator.

#### Prescription Medication

1. The school must have written permission from both the doctor and parent or legal guardian to give the student prescription medication. The consent of the parent shall be valid **only** for the period specified on the consent form and in no case longer than the current school year. The parent note should include the time schedule for administration of medication. If the medication is to be terminated prior to the date on the prescription, the written consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.
2. Medication must be in the original pharmacy container with the pharmacy label bearing: **date, student's name, name of medication and strength, directions for administering (frequency and amount).**
3. In NO INSTANCE may the physician's ordered medication dosage or frequency of administration for prescription medication be altered.
4. In NO INSTANCE may the student carry inhaler(s) on him/herself without a Student Asthma Action Card filed in the clinic and signed by parent and physician, giving permission for the student to carry an inhaler on his or her person.

#### Non-Prescription Medication

1. The school must have written permission from parent and doctor including: **date, student's name, name of medication, amount to be given, frequency of administration and time schedule and date to discontinue.**
2. The school must be in original container bearing: **name of medication, directions for use, recommended dosage and manufacturer's expiration date (if appropriate).**
3. Medication container must be labeled with student's name in permanent marker.
4. In NO INSTANCE may the manufacturer's recommended dosage or frequency of administration for non-prescription medications be exceeded, unless a written note from the physician, stating that the medication may be given, is presented with the medication.

## Student Health Screening Policy

NLCTA will meet the immunization and other requirements for students enrolled in Indiana public schools in accordance with Indiana law, IC 20-34-4-2 section 2, and will maintain an immunization record of each student. All required reports will be filed with the state and local departments of health.

- Proper handling of medical records

Student health records will be managed according to the Family Educational Rights and Privacy, the Indiana Public Records Act, and all records and retention schedules and regulations of the county of public records under IC 5-15-6.

- First aid and emergencies

The School will adopt written policies regarding first aid and emergency care for injuries and illness. In addition, a school safety and evacuation plan for local emergencies will be implemented for all students and staff. Information regarding these policies will be made readily available throughout the school

- Medication and medical treatments for students

Designated staff members (Principal as the primary and the assistant principal as the secondary) will be identified to administer student medication and any necessary treatments in accordance with IC 20-33-8-13. Any student requiring any type of medication during school hours will be required to complete a medication administration form indicating type of medication, amount, and duration. A physician's signature can be requested if necessary.

- Hearing and vision screening of students

Hearing and vision screening of students is not required of grades 9-12 in Indiana.

- Other health requirements

New Leaf Career Tech Academy will meet all other requirements regarding student social, emotional, and behavioral health according to IC 20-19-5.

## Servicing Special Needs Populations

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the following sections of Chapter 7 of the Indiana Administrative Code:*

- Rule 33 - General Provisions*
- Rule 35 - Program Planning and Evaluation*
- Rule 36 - General Administration of Programs*
- Rule 37 - Procedural Safeguards*
- Rule 38 - Confidentiality of Information*
- Rule 39 - Educational Surrogate Parents*
- Rule 40 - Identification and Evaluation*
- Rule 41 - Eligibility Criteria*
- Rule 42 - Determination of Special Education Services*
- Rule 43 - Related Services; Transitions; Transfer of Rights*
- Rule 44 - Discipline Procedures*
- Rule 45 - Complaints, Mediation, and Due Process Procedures*
- Rule 46 - Child Count and Data Collection*
- Rule 47 - State Funding of Excess Costs*
- B. Americans with Disabilities Act of 1990 (ADA)*
- C. Section 504 of the Rehabilitation Act of 1973*

New Leaf Career Tech Academy is committed to meeting the needs of all students including those with special needs required by federal, state and local laws and the state's charter statute.

The administrative and instructional staff will meet and consult with the school special education teacher(s) regarding the specific mandates of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act of 2004. The administrative staff will be responsible for making sure that all staff understand and are involved in the implementation of IDEA and the Improvement Act of 2004 along with any subsequent mandates.

New Leaf Career Tech Academy with the school principal and special education coordinator will monitor compliance and the use of IEP, which provides staff the opportunity to connect IEPs to curriculum, instruction and assessment. The principal will coordinate with special education staff to ensure that appropriate conferences, transitions, move-in, annual and initials are convened and that compliance with regard to necessary documents and services are both provided and monitored.

- The school will solicit contracted services (i.e. speech, evaluation, etc.) as needed by the school population. The special education coordinator will act as the checks and balances step for all aspects of compliance and services.

Because of the specific and individualized nature of academic planning that is needed for special needs students, the development of each student's Individualized Education Plan under Indiana Article 7 will coincide with the development of the student's IEP.

Providing at risk students the support needed to be successful via small group instruction in a blended learning environment with licensed special education teachers ensures that students will develop compensatory skills necessary to function in higher learning environments. New Leaf Tech Career Academy is committed to providing students that have struggled throughout their school career an opportunity to overcome learning frustrations due to an undiagnosed learning disability or emotional disorder. Therefore, providing students an opportunity to receive appropriate identification, evaluation, and academic support will create a leveled playing field in which students are able to achieve success.

New Leaf Career Tech Academy will reach out to these students and provide appropriate identification, evaluation, and academic support to these students so that they may have the opportunity to finally join their peers on the track to academic success. New Leaf Career Tech Academy will provide many benefits to students with special needs and various learning styles, as well as those who have been unable to excel in traditional school settings. These benefits include:

- A small school setting as part of an adult environment
- Flexibility for students with daily demands
- Personalized instruction and counseling
- Interaction with college students who serve as positive role models, including those with special needs

The special education teacher will be responsible for the identification and service of all special needs students in the school. To do so, the teacher will follow all of the laws and regulations as set forth in Indiana Administrative Code, Article 7, and Federal laws Individuals with Disabilities Education ACT (IDEA), Part 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and other applicable regulations. Primary funding for special needs services will come from the state and all applicable financial and reporting Department of Education guidelines will be closely followed to ensure appropriate and accurate funding in a timely manner. Federal funds under IDEA, Part B, will be used primarily for the delivery of related services, with remaining funds available to support the program as necessary.



**Attachment 1**  
**Articles of Incorporation**

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law;

(b) To engage in transactions, financial or otherwise, with a class of nonprofit corporations exempt from Federal taxation pursuant to Section 501(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws. Such transactions shall include, but not be limited to, the transfer of assets, bargain sales, the borrowing or leasing of employees, the sharing of goods or services, the guarantee of the payment of principal, interest or other payment in whatever form on obligations evidenced by any form of indebtedness, and the guarantee of performance of any obligation of any member of said class of non-profit organizations. Each member of said class shall be affiliated with the Corporation by:

(i) Supporting the Corporation, being supported by the Corporation, or supporting or being supported by the same corporation or corporations as the Corporation pursuant to Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) Being described in Sections 501(c)(20) or 501(c)(25) of the Internal Revenue Code of 1986, as amended, or in corresponding provisions of any subsequent Federal tax laws, by paying over its income, less expenses, to the Corporation or to an organization described in Section 3.3(b)(i).

(iii) In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section

**ARTICLES OF INCORPORATION**

**OF**

**NEW LEAF CAREER AND TECH  
ACADEMY, INC.**

New Leaf Career and Tech Academy, Inc. (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

**ARTICLE I: Name**

The name of the Corporation is New Leaf Career and Tech Academy, Inc.

**ARTICLE II: Classification of Corporation**

The Corporation is a public benefit corporation.

**ARTICLE III: Purposes and Powers**

Section 3.1. Purposes. The Corporation is formed to organize and operate a charter school in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended.. In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws; and

(c) To have, exercise and enjoy in furtherance of the purposes hereinbefore set forth all the general rights, privileges and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

#### **ARTICLE IV: Distribution of Assets on Revocation/Dissolution**

If the Sponsor revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the terms for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### **ARTICLE V: Term of Existence**

The Corporation shall have perpetual existence.

#### **ARTICLE VI: Registered Office and Registered Agent**

Section 6.1: Registered Office and Registered Agent: The registered office and agent are as follows:

James L. Clement, Jr.  
LUCAS, HOLCOMB & MEDREA LLP  
300 E. 90th Drive  
Merrillville, IN 46410  
Telephone 219.769.3561 Ext. 114  
Facsimile 219.756.7409

Section 6.2: Principal Office: The post office address of the principal office of the Corporation is as follows:

300 E. 90th Drive  
Merrillville, IN 46410

**ARTICLE VII: No Members**

The Corporation shall have no members.

**ARTICLE VIII: Board of Directors**

**Section 8.1 Number and Term of Office.** The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation. The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

**Section 8.2: Qualifications.** Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or as required by law.

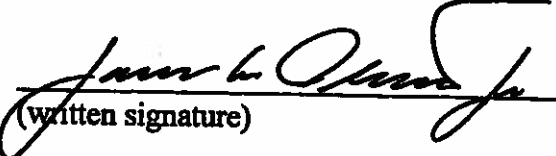
**ARTICLE IX: Name and Address of Incorporator**

The name and address of the incorporator of the Corporation is as follows:

James L. Clement, Jr.  
300 E. 90th Drive  
Merrillville, IN 46410

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dated September 19, 2014

  
(written signature)

James L. Clement, Jr.  
(printed signature)



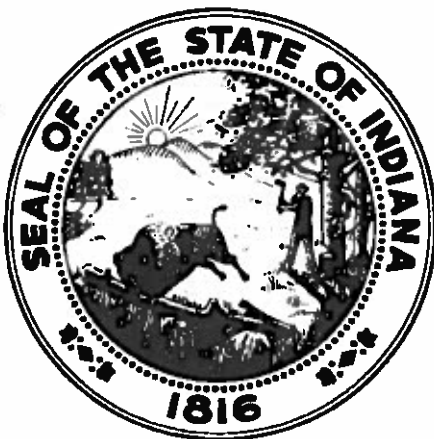
State of Indiana  
Office of the Secretary of State

CERTIFICATE OF INCORPORATION  
of

NEW LEAF CAREER TECH ACADEMY INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, September 15, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 16, 2014

*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

APPROVED AND FILED  
CONNIE LAWSON  
INDIANA SECRETARY OF STATE  
9/16/2014 8:23 AM

**ARTICLES OF INCORPORATION**

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

**ARTICLE I - NAME AND PRINCIPAL OFFICE**

NEW LEAF CAREER TECH ACADEMY INC.

430 SOUTH LAKE STREET, GARY, IN 46403

**ARTICLE II - REGISTERED OFFICE AND AGENT**

SASHO DOJCINOVSKI

430 SOUTH LAKE STREET, GARY, IN 46403

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

**ARTICLE III - INCORPORATORS**

SASHO DOJCINOVSKI

430 SOUTH LAKE STREET, GARY, IN 46403

Signature: SASHO DOJCINOVSKI

**ARTICLE IV - GENERAL INFORMATION**

Effective Date: 9/15/2014

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

**The purposes/nature of business**

NEW LEAF CAREER AND TECH ACADEMY WILL BE A CHARTER SCHOOL OFFERING "AT RISK" POPULATIONS AN OPPORTUNITY FOR A HIGH SCHOOL DIPLOMA AND JOB READINESS SKILLS.

**Distribution of assets on dissolution or final liquidation**

ALL LIABILITIES AND OBLIGATIONS SHALL BE PAID, SATISFIED AND DISCHARGED OR MADE THEREFORE. ASSETS NOT HELD UPON A CONDITION REQUIRING RETURN, TRANSFER, OR CONVEYANCE TO ANY OTHER ORGANIZATION OR INDIVIDUAL SHALL BE DISTRIBUTED, TRANSFERRED, OR CONVEYED, IN TRUST OR OTHERWISE, TO CHARITABLE AND EDUCATIONAL ORGANIZATION, ORGANIZED UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED, OF A SIMILAR OR LIKE NATURE TO THIS THE BOARD OF DIRECTORS.

# **Attachment 2**

## **Bylaws**

BYLAWS  
OF  
NEW LEAF CAREER TECH  
ACADEMY, INC.

ARTICLE I: General

Section 1: Name

The name of the corporation is the New Leaf Career Tech Academy, Inc. (the Corporation).

Section 2: Initial Registered Office and Initial Registered Agent

The post office address of the Corporation's initial registered office is 430 South Lake St. Gary, IN 46403. The initial registered agent in charge of the initial registered office is James L. Clement, Jr.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven.

Members of the Board of Directors will serve a three-year term. Terms of the founding members may be staggered as deemed necessary. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors.

Section 3: Regular Meetings

The Board of Directors shall hold a minimum of eight (8) regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transaction such business as properly may come before the Board.

Section 4: Special Meetings

The Board of Directors may hold special meetings for any lawful purpose upon no less than (2) day notice, as described in Section 6 of this Article II, upon call by the Chair, or by two or more members of the Board. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5: Compliance with Indiana Open Door Law

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, (currently codified at IC 5-14-1.5-1), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board.

Section 6: Notice of Special Meetings

Oral or written notice of the date, time, and place of each special meeting of the Board shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written or electronic notice shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed on the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7: Waiver of Notice

Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Any action required or permitted to be taken at any meeting of the Board, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minute or filed with the Corporation's records reflecting action taken.

Section 9: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but not be limited to:

- (a) Violations of applicable law, including (but not limited to);
  - i. Violations of Indiana Charter School Law; and
  - ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of Fiduciary Duty, including, but not limited to, a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including, but not limited to, the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, as defined as absence from three consecutive meetings, or from at least 25% of such meetings within one calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary, and a Treasurer. An officer may not simultaneously hold more than one office, with the exception of the Secretary/Treasurer offices. Each officer shall be elected by the Board of Directors and shall serve for one year, or until the officers successor is duly elected.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II, Section 9.

Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: Chair

The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: Vice Chair

The Vice Chair shall serve in place of the Chair during times in which the Chair is otherwise unavailable.

Section 4: Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare, or shall cause to be prepared, and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

Section 5: Treasurer

The Treasurer shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping according to proper audit and accounting principles. The Treasurer shall furnish, or shall cause to be furnished, a statement of the financial condition of the Corporation when requested by the Board of Directors or the Chair, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.



ARTICLE IV: Conflicts of interestSection 1: General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other person's transaction acted in good faith, in what her or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

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

ARTICLE V: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2: Definitions

- (a) As used in this Article V, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
  - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
  - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article V, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article V, the term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her. (ii) approval by a court, with knowledge of the indemnity provided in this Article V.

Attachment 2

of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

### Section 3: Entitlement to Indemnification

Every person claiming indemnification under this Article V (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, appear before the referee and answer questions that the referee deems relevant and shall be giving ample opportunity to present to the referee evidence upon which her or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

### Section 4: Relationship to Other Rights

The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

### Section 5: Extent of Indemnification

Irrespective of the provisions of this Article V, the Board of Directors may, at any time, and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

### Section 6: Purchase of Insurance

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article V and insurance protecting the Corporation's directors, officers, employees, agents or other persons.

## ARTICLE VI: Contracts, Checks, Loans, Deposits and Gifts

### Section 1: Contracts

The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3: Loans

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4: Deposits

All funds of the Corporation shall be designated to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5: Gifts

The Board of Director may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration amendment, or repeal of these Bylaws must be approved in writing by the Sponsor of the School (as the term "Sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

# **Attachment 3**

## **Conflict of Interest Policy**

New Leaf Career Tech Academy ("NLCTA")  
Conflict of Interest Policy and Annual Statement  
For Directors and Officers and  
Members of a Committee with Board Delegated Powers

**Article I - Purpose**

1. The purpose of this Board conflict of interest policy is to protect NLCTA's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of NLCTA or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

**Article II - Definitions**

1. Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which NLCTA has a transaction or arrangement,
  - b. A compensation arrangement with NLCTA or with any entity or individual with which NLCTA has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which NLCTA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest in this policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. This policy adds information needed to allow NLCTA to assess director independence in order to answer questions on Form 990.2. A conflict of interest exists only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.
3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director: a. is not, and has not been for a period of at least three years, an employee of NLCTA or an employee of any entity in which NLCTA has a financial interest does not directly or indirectly have a significant business relationship with NLCTA, which might affect independence in decision-making; b. is not employed as an executive of another corporation where any of NLCTA's executive officers or employees serve on that corporation's compensation committee; and does not have an immediate family member who is an executive officer or

employee of NLCTA or who holds a position that has a significant financial relationship with NLCTA.

### **Article III - Procedures**

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** - Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

#### **4. Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether NLCTA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in NLCTA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

#### **5. Violations of the Conflicts of Interest Policy**

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.



## **Article IV - Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **Article V - Compensation**

a. A voting member of the Board who receives compensation, directly or indirectly, from NLCTA for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from NLCTA for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from NLCTA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **Article VI - Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands NLCTA in order to maintain its federal tax exemption must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Board of Directors shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

5. To ensure NLCTA does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to NLCTA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

#### **Article VII - Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, NLCTA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

#### **Certification**

David Goshay, President of NEW LEAF CAREER TECH ACADEMY, and Irvin J. Minor, Secretary of NEW LEAF CAREER TECH ACADEMY, certify that the foregoing is a true and correct copy of the Conflict of Interest Policy of the above-named organization, duly adopted by the initial Board of Directors on September 19, 2014.

David Goshay

David Goshay, President

Irvin J. Minor

Irvin J. Minor, Secretary

# **Attachment 4**

## **Non Profit Status**



Department of the Treasury  
Internal Revenue Service

# **General Information**

(Rev. December 2013)

**Application for Recognition of Exemption Under Section 501(c)(3) of  
the Internal Revenue Code**

Form **1023**  
(Rev. December 2013)  
Department of the Treasury  
Internal Revenue Service

# Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

(99)

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

## Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) <b>New Leaf Career Tech Academy</b>		2 c/o Name (if applicable) <b>New Leaf Organization</b>
3 Mailing address (Number and street) (see instructions) <b>430 S Lake Street</b>	Room/Suite <b>NA</b>	4 Employer Identification Number (EIN) <b>47-1338107</b>
City or town, state or country, and ZIP + 4 <b>Gary, IN 46403</b>		5 Month the annual accounting period ends (01-12) <b>06</b>
6 Primary contact (officer, director, trustee, or authorized representative) a Name: <b>David Goshay</b>		b Phone: <b>219-427-3762</b>
		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: <b>NA</b>		
b Organization's email: (optional) <b>dgoshay@gmail.com</b>		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) <b>9 / 16 / 2014</b>		
12 Were you formed under the laws of a foreign country? If "Yes," state the country. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

**Part II Organizational Structure**

You must be a corporation (including a limited liability corporation), an unincorporated association, or a trust to be tax exempt. (See instructions). **DO NOT** file this form unless you can check "Yes" on lines 1, 2, 3, or 4.

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ Yes ☐ No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☒ No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☒ No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ Yes ☐ No

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under Section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT** file this application until you have amended your organizing document. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Paragraph 1** ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 4, Article VII, Paragraphs 1-2**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
David Goshay	President	430 S Lake Street Gary, IN 46402	none
Irvin J. Minor	Officer	430 S Lake Street Gary, IN 46402	none



**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
	<b>Principal</b>	<b>430 South Lake Street Gary IN, 46403</b>	<b>\$80,000.00</b>

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

**2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? ☐ Yes ☒ No  
If "Yes," identify the individuals and explain the relationship.

**b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No

**c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No

**3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

**b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No

**4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

**a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No

**b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No

**c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No



**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☒ Yes ☐ No

e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☒ Yes ☐ No

f Do you or will you record in writing both the information on which you relied to base your decision and its source? ☒ Yes ☐ No

g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. ☒ Yes ☐ No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

**Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. ☐ Yes ☒ No

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases. ☐ Yes ☒ No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. ☐ Yes ☒ No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. ☐ Yes ☒ No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. ☐ Yes ☒ No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned activities*. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☐ Yes ☒ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned activities*. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

**4a** Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. ☒ Yes ☐ No  
(See instructions.)

- |   |  |
|---|--|
| <input type="checkbox"/> mail solicitations                         | <input type="checkbox"/> phone solicitations                                   |
| <input checked="" type="checkbox"/> email solicitations             | <input checked="" type="checkbox"/> accept donations on your website           |
| <input checked="" type="checkbox"/> personal solicitations          | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations             |
| <input checked="" type="checkbox"/> foundation grant solicitations  | <input type="checkbox"/> Other   |

Attach a description of each fundraising program.

**b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

**c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

**d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

**e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

**5** Are you affiliated with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

**6a** Do you or will you engage in economic development? If "Yes," describe your program. ☐ Yes ☒ No

**b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

**7a** Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

**b** Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☒ No

**c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

**8** Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

**9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

**b** Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

**10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

**Part VIII Your Specific Activities (Continued)**

- 11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
- 
- 12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b Name the foreign countries and regions within the countries in which you operate.
- c Describe your operations in each country and region in which you operate.
- d Describe how your operations in each country and region further your exempt purposes.
- 
- 13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d Identify each recipient organization and any relationship between you and the recipient organization.
- e Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

**Part VIII Your Specific Activities (Continued)**

- |           |  |   |
|-----------|--|---|
| <b>15</b> | Do you have a close connection with any organizations? If "Yes," explain.  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>16</b> | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain.   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>17</b> | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain.   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>18</b> | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain.  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>19</b> | Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>20</b> | Is your main function to provide hospital or medical care? If "Yes," complete Schedule C.  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>21</b> | Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F.  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>22</b> | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

**Note:** Private foundations may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 1/1/15 To 1/1/16	(b) From 1/1/16 To 1/1/17	(c) From 1/1/17 To 1/1/18	(d) From To	
<b>Revenues</b>	1 Gifts, grants, and contributions received (do not include unusual grants)	2,865,000	2,865,000	2,865,000		8,595,000
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7	2,865,000	2,865,000	2,865,000		8,595,000
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9	2,865,000	2,865,000	2,865,000		8,595,000
<b>Expenses</b>	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants	250,000	250,000	50,000		550,000
	13 Total Revenue Add lines 10 through 12	3,115,000	3,115,000	2,915,000		9,145,000
	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees	75,000	77,250	78,000		
	18 Other salaries and wages	1,588,650	1,620,423	1,636,627		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	560,000	560,000	560,000		
	21 Depreciation and depletion	50,000	100,000	100,000		
	22 Professional fees	308,625	311,000	238,320		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	248,642	253,615	256,151		
	24 Total Expenses Add lines 14 through 23	2,830,917	2,922,288	2,869,098		

**Part IX Financial Data (Continued)****B. Balance Sheet (for your most recently completed tax year)**

Assets			
1	Cash . . . . .	1	0
2	Accounts receivable, net . . . . .	2	
3	Inventories . . . . .	3	
4	Bonds and notes receivable (attach an itemized list) . . . . .	4	
5	Corporate stocks (attach an itemized list) . . . . .	5	
6	Loans receivable (attach an itemized list) . . . . .	6	
7	Other investments (attach an itemized list) . . . . .	7	
8	Depreciable and depletable assets (attach an itemized list) . . . . .	8	
9	Land . . . . .	9	
10	Other assets (attach an itemized list) . . . . .	10	0
11	Total Assets (add lines 1 through 10) . . . . .	11	0
Liabilities			
12	Accounts payable . . . . .	12	0
13	Contributions, gifts, grants, etc. payable . . . . .	13	
14	Mortgages and notes payable (attach an itemized list) . . . . .	14	
15	Other liabilities (attach an itemized list) . . . . .	15	
16	Total Liabilities (add lines 12 through 15) . . . . .	16	0
Fund Balances or Net Assets			
17	Total fund balances or net assets . . . . .	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .	18	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. ☐ Yes ☒ No

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.  
The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B. ☒

c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h. ☐



**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐
- 6 If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

*David Goshey*  
 (Signature of Officer, Director, Trustee, or other authorized official)

*David Goshey*  
 (Type or print name of signer)  
*Board President*  
 (Type or print title or authority of signer)

*9/20/14*  
 (Date)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. ☐
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box. ☐
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above). ☒ Yes ☐ No  
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please  
Sign  
Here

(Signature of Officer, Director, Trustee, or other authorized official)

**David Goshay**

(Type or print name of signer)

**President**

(Type or print title or authority of signer)

**09/20/2014**

(Date)

**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 12-2013)

**Attachment 5**  
**Signed Management Agreement**

**MANAGEMENT AGREEMENT**  
**NEW LEAF CAREER**  
**TECH ACADEMY**

<SAMPLE CONTRACT>

**DATE:** September 19, 2014

**PARTIES:**

**MANAGER:**

New leaf Organization  
Non-Profit 501 (c)(3) Tax Status  
430 South Lake St  
Gary, IN 46403

**CHARTER SCHOOL:**

New leaf Career Tech Academy  
Non-Profit 501 (c)(3) Tax Status  
430 South Lake St  
Gary, IN 46403

**RECITALS:**

On the New Leaf Career Tech Academy (School) a Charter Agreement from Ball State University ("Authorizer") to organize and operate a charter school pursuant to the provisions of Indiana Code, §20-5.5 et. seq. ("Charter School Law"). The School shall operate this charter school in Gary, Indiana, pursuant to the provisions of the Charter Agreement and in accordance with its exempt status under Code Sections 501(a) and 501(c)(3) and the requirements of all relevant state, federal and local laws, rules and regulations, including the Charter School Law;

- The New leaf Organization (NLO) has experience in the management, operation and administration of charter schools;
- New leaf Career Tech Academy has performed due diligence regarding (NLO)'s financial resources, educational services, and managerial experience;
- New leaf Career Tech Academy believes that it will be in the best interests of the School to enter into this Agreement with (NLO); and
- The School desires to engage (NLO) to provide management, operational and administrative services for the School, and (NLO) desires to provide such services for the School, all in accordance with the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing premises and the mutual agreements and covenants contained herein, and for other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

## ARTICLE I.

### ENGAGEMENT

Section 1.1 Prior Approval of School Authorizer. Both (NLO) and the School acknowledge and agree that this Agreement is subject to the participation of the School Authorizer, Ball State University, and will thereafter be governed by and subject to the terms and conditions of the Charter Agreement, which is incorporated by reference herein as Exhibit A.

Section 1.2 Engagement. Subject to the terms and conditions set forth in this Agreement, the School hereby engages (NLO) for the purpose of providing management, operational and administrative services necessary for the operation of the School, as more particularly described in Article II of this Agreement (collectively, the "Services"), and grants to (NLO) the right, power and authority to carry out the Services. (NLO) hereby accepts such engagement, and agrees to provide the Services, subject to the terms and conditions set forth in this Agreement.

Section 1.3 Limitations. No provision of this Agreement shall interfere with the School's ability to perform its obligations under the Charter Agreement. The School shall at all times remain legally responsible to Ball State University for the operations and management of the School and for ensuring that the terms and conditions of the Charter Agreement are satisfied.

## ARTICLE II.

### SERVICES

Section 2.1 Management Services. Subject to the provisions of Article I of this Agreement, (NLO) shall be responsible for all management, operational and administrative services necessary for the operation of the School, including, but not limited to, the following:

(a) Establishing and Evaluating Annual Performance Objectives. (NLO) will establish annual performance objectives for the School, consistent with the terms of the Charter Agreement and applicable state standards, and will evaluate the School against such standards on an annual basis.

(b) Human Resources: (NLO) shall be responsible for selecting, hiring, and developing all administrative, instructional, and support staff necessary for the performance of services. All staff and staff employment agreements will remain the responsibility of (NLO), and (NLO) shall be responsible for all employment-related duties regarding payroll, taxes, withholding, reporting, benefits, staffing schedules, wage structures, and personnel policies, evaluation of staff against performance objectives and other human resource issues as applicable for all of its employees involved in performance of service. All staff shall be employees of the School, and all employee agreements shall be made in accordance with usual and customary business practices.

(c) Curriculum. (NLO) shall provide and maintain an effective, standards-based curriculum for the benefit of the School and its students.

(d) Curricular and Administrative Training. (NLO) shall provide curricular and administrative training to School employees who are performing the services at mutually agreed upon locations and times.

(e) Enrollment. (NLO) shall develop and implement a recruitment and enrollment program for the School that complies in all respects with the requirements of the Charter Agreement, the Charter School Law, the Indiana Code, and all other applicable laws, rules and regulations.

(f) Student Management and Accountability. (NLO) shall develop an accountability plan that will enable the School to gather data and provide accountability reports required by the Charter Agreement, and provide other reports reasonably requested by the School.

(g) Food Service. (NLO) shall negotiate agreements with independent food service providers and shall be responsible for maintaining quality control of its selected food service program.

(h) Food Accounting System. (NLO) shall manage a computerized food accounting and billing system and manage the School's participation in the National School Lunch program in accordance with the terms of the program, and record-keeping and reporting requirements of the National School Lunch Act, as amended from time to time.

(i) Administrative Forms. (NLO) shall provide all administrative forms and publications necessary and reasonably requested by the School for the fulfillment of the School's requirements for daily operation. Such forms shall include, but not be limited to: requisitions, discipline referrals, health referrals, accident reports, National Student Lunch Act applications, enrollment forms, special education forms that are compliant with Indiana standards, individualized learning plans, progress reports, permanent records, newsletter formats, staff handbooks, student/parent handbooks, staff absence requests, and daily schedules and plans.

U) School Accounting System. (NLO) shall utilize an accounting system that shall conform with the requirements of the Indiana Unified Accounting Code, as overseen by the Indiana State Board of Accounts, and all financial reporting requests of the Authorizer.

(k) Reports to School Authorizer and Others. (NLO) shall furnish all information relating to this Agreement that is deemed necessary by the School or the Authorizer (i) to fulfill the School's reporting requirements under the Charter Agreement, (ii) for the Authorizer's proper oversight of the School's operations, and (iii) as otherwise required under applicable law or the Charter Agreement. This information shall be prepared by (NLO) in accordance with the uniform accounting principles prescribed by the State Board of Education and State Board of Accounts, or in such other form as may be

required under applicable law or the Charter Agreement. On behalf of the School, (NLO) shall comply with all other local, state, and federal reporting requirements, and shall cooperate with the School Authorizer, in the periodic reviews and the periodic and annual audits described in the Charter Agreement.

(l) Technology. (NLO) shall provide, using third party vendors to the extent it believes appropriate, a technology infrastructure plan for the School that may include, but is not limited to, server design, Internet access, and a digital phone system.

(m) Data and Assessment. (NLO) shall develop an effective academic assessment program that will incorporate all assessment activity mandated by the Charter Agreement or through relevant laws, rules or regulations, as well as other assessments deemed to be useful to and reasonably requested by the School.

(n) Transportation. (NLO) shall develop, implement, and maintain a School transportation plan as provided for in the Charter Agreement.

(o) Parent and Community Relations. (NLO) shall establish a parent organization to advise and support the School and shall provide a parental education program for the School. (NLO) shall actively work with the School to develop community support and partnerships through neighborhood groups, community agencies, and other like entities and organizations.

(p) Fund Raising. (NLO) shall research and pursue public and private grant opportunities and applications for the benefit of the School.

(q) Budget. Subject to the provisions in Section 5.2, (NLO) shall develop and maintain an annual budget for the operation of the School. The Budget shall be prepared by (NLO) and submitted to the School for approval. The Budget may be amended from time to time as deemed necessary by (NLO) and the School. The School's Board of Directors remains at all times responsible for the financial operations of the School.

(r) Accounting and Payment Services. School shall not enter into contracts with outside vendors (other than (NLO)) for services without (NLO) approval. In return, (NLO) agrees to provide or to cause to be provided, the accounting and payment services for the School, as follows:

(i) (NLO) shall establish and maintain the charts of account, including all journals and ledgers, check register and payroll records, as required in the Charter Agreement and as prescribed by the State Board of Education and State Board of Accounts.

(ii) (NLO) shall prepare monthly bank reconciliations for the School's accounts.

(iii) (NLO) shall prepare and deliver to the School annual financial statements and such further interim reports as the parties may mutually determine to be necessary.

Section 2.2 Handling of Funds.

(a) (NLO) shall serve as Fiscal Agent on the School's behalf, and open and maintain bank accounts and/or other depository accounts in the name of the School as authorized by the School from time to time. (NLO) shall maintain the School's funds in separate accounts owned by the School, separate from (NLO)'s funds and shall not commingle such funds.

(b) (NLO) shall, as agent of the School, deposit in the School's bank accounts or other accounts, all funds furnished to the School by way of federal, state and local grants, disbursements, reimbursements or allocations for the operational needs of the School and all other funds received by (NLO) for or on behalf of the School.

ARTICLE III.

MANAGEMENT FEES: RELATIONSHIP OF THE  
PARTIES

Section 3.1 Management Fees. In consideration of Management Services, the School shall pay to (NLO) the following, on a monthly basis, a management fee equal to the amount set forth and approved by the Board in the annual budget. At no time shall this fee be set in excess of 10% of School revenues.

Section 3.2 (NLO) as Independent Contractor. (NLO) shall perform the Services as an independent contractor, and shall perform the Services using commercially reasonable efforts.

Section 3.3 Non-Assumption of Liabilities. (NLO) shall not, by entering into and performing under this Agreement, become liable for any of the existing or future obligations, liabilities or debts of the School that have not been approved by (NLO).

Section 3.4 Ownership of Assets Purchased for Use at the School. All assets purchased by (NLO) on behalf of the school, using school funds, shall remain property of the school.

Section 3.5 Facility Ownership. The School recognizes that the School building and related facilities are provided by (NLO) for the School's use under this Management Agreement, and therefore are and shall remain at all times the real property of (NLO). Should this Management Agreement terminate at any time under the terms of Section 5, (NLO) shall, at its option, retain full control and ownership of the School Building, regardless of any subsequent Management Agreements executed by the School with (NLO) or any other provider. See Section

5.2 (d) for additional actions that may be taken by (NLO) in the event of termination of this Management Agreement in order to secure the value of its lease.

Section 3.6 Indemnification.

(a) (NLO) shall indemnify, defend and hold harmless the School and the School's managers, officers, employees, and agents from and against any and all claims,



liabilities, costs, expenses (including but not limited to reasonable attorneys' fees) or damages which arise out of (i) (NLO)'s negligent or willful misconduct or reckless performance of the Services, or (ii) any material breach of the terms of this Agreement by (NLO).

(b) The School shall indemnify, defend and hold harmless (NLO) and (NLO)'s directors, officers, employees, and agents from and against any and all claims, liabilities, costs, expenses (including but not limited to reasonable attorneys' fees) or damages which arise out of (i) the operation of the School, except for any such matter which is the result of (NLO)'s negligent or willful misconduct, reckless performance of the Services, or material breach of this Agreement, or (ii) any material breach of the terms of this Agreement by the School.

(c) Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the School or (NLO) "to the benefit of any private shareholder or individual," or an "excess benefit transaction" within the meaning of Code Sections 501(c)(3) or 4958, or similar provisions of any subsequent Federal tax laws.

Section 3.7 Criminal Background Checks. All (NLO) employees (including school staff), contractors of (NLO), or employees of contractors of (NLO) who have direct, ongoing contact with children at the School within the scope of their employment or performance of services, shall be subject to criminal background check requirements.

## ARTICLE IV.

### TERM AND TERMINATION

Section 4.1 Term. This Agreement shall have an initial term that commences on the day of signing, as indicated above, and expires on the last day of the seven year Charter Agreement with the Authorizer. The terms of this Agreement shall automatically renew for additional successive one (1) year terms if neither party has exercised its right to terminate this agreement at least 120 days prior to the first day of the new school year.

Section 4.2 Termination.

(a) The parties hereby agree that this Agreement may be terminated only under the following conditions:

(i) If this Agreement or its implementation would jeopardize the nonprofit or tax-exempt status of the School or (NLO), would create adverse tax consequences for the School or (NLO), or would cause the School or (NLO) to be in violation of applicable law; or

(ii) Upon the revocation of the Charter Agreement or the Charter Agreement's expiration without renewal; or

- (iii) The School may terminate this Agreement prior to the end of the terms specified above in the event that (NLO) shall fail to remedy a material breach to the School's reasonable satisfaction within 45 days after written notice from the School. Material breach includes, but is not limited to, receipt by the School of unsatisfactory reports regarding significant failures of (NLO) in educational performance which are not adequately corrected or explained.
- (b) Such termination must be provided in writing 120 days in advance.
- (c) In the event the term of this Agreement expires or is terminated by either party:
  - (i) (NLO) shall be entitled to that portion of the Management Fee accrued, as of the date of such expiration, termination or resignation and not yet paid.
  - (ii) (NLO) shall be responsible for payment of all School expenses incurred before the termination date.

## ARTICLE V.

### MISCELLANEOUS

Section 5.1 Compliance with Laws. (NLO) shall comply with all applicable law and all applicable terms and conditions of the Charter Agreement.

Section 5.2 Modification. This Agreement may be amended only by mutual written agreement of the parties hereto and may not be modified in any other manner.

Section 5.3 Assignment. This Agreement and/or any rights or obligations hereunder shall be binding on the parties hereto and their respective successors and permitted assigns. This Agreement shall not be assigned by any party without the prior written consent of the other party. The School recognizes that (NLO) may assign various rights and delegate various duties within this Agreement to an affiliated third party for the benefit of the School, provided that the School consents to such assignment and/or delegation, and such assignment and/or delegation does not create a right of termination for either party under Section 5.2 of this Agreement. Any delegation of such rights and duties shall be agreed to in writing by both parties, and must be attached to this document as an addendum to be fully incorporated therein.

Section 6.3 (a): Notice. All notices, requests, demands, and communications under this Agreement shall be in writing to both of the other parties. Delivery of such writings shall be considered effective upon receipt. Only personal service with a signed confirmation or service by certified mail to the addresses on this Agreement will be considered effective. Service by facsimile will NOT be considered effective.

Section 5.4 Severability; Change of Law. Any item or provision found to be in violation of the law shall be severed from this Agreement and shall be deemed to be null and void and shall not affect the validity of any other term or provision of this Agreement, to the extent that the remainder of the Agreement may be construed to give effect to the intention of the parties and the purpose of the Agreement, and to that end, the provisions hereof are declared severable. In the event of the enactment of a statute, or adoption of a rule, regulation or position by a governmental body or court of competent jurisdiction which would invalidate or have an adverse effect upon the whole of this Agreement or the ability of one or more persons now engaged in the business or ownership of the School to remain so engaged, the parties agree to attempt to modify the Agreement to allow the intent of the parties to continue.

Section 5.5 Waiver. No consent or waiver, express or implied, by either party to any breach or default by the other party in the performance of the obligations created hereunder shall be deemed or construed to be a consent or waiver to any other breach or default in the performance of the other obligations of such other party. Failure on the part of either party to declare the other party in default, irrespective of how long such failure continues, shall not constitute consent or waiver of the rights of such party.

Section 5.6 Governing Law. This Agreement shall be subject to and governed by the laws of the State of Indiana.

Section 5.7 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the specific subject matter set forth herein, and all other agreements and understandings related thereto, whether written or oral, are hereby superseded.

Section 5.8 Attorneys' Fees. In the event of an action or proceeding by any party to enforce the terms and conditions of this Agreement or seeking damages for the breach of this Agreement, each party agrees that the prevailing party shall be paid, in addition to any damages caused by a breach of the Agreement, all costs and expenses, including, but not limited to, reasonable attorneys' fees, incurred by the prevailing party, in connection with any action or proceeding.

Section 5.9 Addenda. Addenda to this agreement may be executed at any time provided such addendums are in writing and signed both parties. Where the terms of the addendum can be construed to contradict this original Agreement, the document shall be construed to give effect to the terms of the addendum. Such addenda shall not affect the remaining terms of this original Agreement, and upon proper execution, shall be considered part of the original Agreement as one and the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives on the day and year first above set forth.

"MANAGER"

New Leaf Organization, Inc.

By: Sasho Dojcinovski

Printed: Sasho Dojcinovski

Title: President

"SCHOOL"

New Leaf Career Tech Academy, Inc.

By: David Goshay

Printed: David Goshay

Title: Board President

## **Attachment 6**

### **Budget**

## SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2015-2016										100	100	0	0	200	90%	90%	90%
Year 2: 2016-2017										100	70	50	0	220	90%	90%	90%
Year 3: 2017-2018										100	80	40	25	245	90%	90%	90%
Year 4: 2018-2019										100	80	50	35	265	90%	90%	90%
Year 5: 2019-2020										100	80	60	40	280	90%	90%	90%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2015-2016										2	2	0	0	4
Year 2: 2016-2017										2	2	1	0	5
Year 3: 2017-2018										2	2	2	1	7
Year 4: 2018-2019										2	2	2	2	8
Year 5: 2019-2020										2	2	2	2	8

School Name: New Leaf Career Tech Academy

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE</b>						
<b>State Revenue</b>						
Basic Grant	\$ 1,359,996	\$ 1,496,000	\$ 1,666,000	\$ 1,802,000	\$ 1,904,000	
Common School Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Federal Revenue</b>						
Public Charter School Program (PCSP) Grant	\$ 125,000	\$ 225,000	\$ 225,000	\$ -	\$ -	\$ -
Facilities Assistance Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ 50,000	\$ 55,000	\$ 61,250	\$ 66,250	\$ 70,000	\$ 70,000
Title II	\$ 9,000	\$ 9,900	\$ 11,025	\$ 11,925	\$ 12,600	\$ 12,600
Federal Lunch Program	\$ 92,340	\$ 112,570	\$ 113,965	\$ 110,690	\$ 108,129	\$ 108,129
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ 25,000	\$ 27,500	\$ 30,625	\$ 33,125	\$ 35,000
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Revenues</b>						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ 996	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Student Lunch	\$ 9,996	\$ -	\$ -	\$ -	\$ -	\$ -
Student Breakfast	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income	\$ 2,496	\$ 2,496	\$ 2,496	\$ 2,496	\$ 2,496	\$ 2,496
<b>Total Revenue</b>	<b>\$ 175,000</b>	<b>\$ 1,774,824</b>	<b>\$ 1,929,666</b>	<b>\$ 1,886,561</b>	<b>\$ 2,027,686</b>	<b>\$ 2,133,425</b>
<b>EXPENDITURES</b>						
<b>Personnel Expenses</b>						
Wages, Benefits and Payroll Taxes	\$ 52,000	\$ 622,536	\$ 1,093,967	\$ 1,140,665	\$ 1,213,084	\$ 1,290,633
Bonuses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitutes	\$ 12,000	\$ 13,464	\$ 15,107	\$ 16,950	\$ 17,119	\$ 17,119
Professional Development	\$ 20,000	\$ 22,440	\$ 25,178	\$ 28,249	\$ 28,532	\$ 28,532
Professional Development Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development Travel	\$ 2,000	\$ 2,244	\$ 2,518	\$ 2,825	\$ 2,853	\$ 2,853
Instructional coaches and services	\$ 7,000	\$ 7,140	\$ 7,283	\$ 7,428	\$ 7,577	\$ 7,577
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel Expenses</b>	<b>\$ 52,000</b>	<b>\$ 663,536</b>	<b>\$ 1,139,255</b>	<b>\$ 1,190,750</b>	<b>\$ 1,268,536</b>	<b>\$ 1,346,714</b>
<b>Instructional Supplies and Resources</b>						
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library, periodicals, etc	\$ -	\$ 4,000	\$ 4,488	\$ 5,036	\$ 5,650	\$ 5,706
Technology	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -
Assessment materials	\$ -	\$ 7,000	\$ 7,854	\$ 8,812	\$ 9,887	\$ 9,986
Computers	\$ 10,000	\$ 80,000	\$ 32,000	\$ -	\$ -	\$ -
Software	\$ 20,000	\$ 90,000	\$ 10,000	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 20,000	\$ 22,440	\$ 25,178	\$ 28,249	\$ 28,532
Field trips, other unclassified items	\$ -	\$ 3,600	\$ 3,672	\$ 3,745	\$ 3,820	\$ 3,859
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student furniture	\$ 40,000	\$ 20,000	\$ 24,000	\$ -	\$ -	\$ -
Teacher furniture	\$ 5,000	\$ 6,000	\$ -	\$ -	\$ -	\$ -
Cafeteria furniture	\$ -	\$ 24,000	\$ -	\$ -	\$ -	\$ -
<b>Total Instructional Supplies and Resources</b>	<b>\$ 75,000</b>	<b>\$ 284,600</b>	<b>\$ 104,454</b>	<b>\$ 42,771</b>	<b>\$ 47,607</b>	<b>\$ 48,083</b>
<b>Support Supplies and Resources</b>						
Administrative Computers	\$ 10,000	\$ 24,000	\$ 20,000	\$ 10,000	\$ -	\$ 5,000
Administrative Software	\$ -	\$ 31,000	\$ -	\$ 16,000	\$ 16,000	\$ 12,000
Administration Dues, fees, misc expenses	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,286
Office supplies	\$ -	\$ 10,800	\$ 11,016	\$ 11,236	\$ 11,461	\$ 11,576
Printing and postage	\$ -	\$ 7,200	\$ 7,344	\$ 7,491	\$ 7,641	\$ 7,717
Advertising	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,359
Employee placement	\$ -	\$ 3,600	\$ 3,672	\$ 3,745	\$ 3,820	\$ 3,859
Technology supplies	\$ -	\$ 4,000	\$ 4,080	\$ 4,162	\$ 4,245	\$ 4,287



School Name: New Leaf Career Tech Academy

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Office furniture and equipment	\$ -	\$ 39,000	\$ -	\$ -	\$ -	\$ -
<b>Total Support Supplies and Resources</b>	<b>\$ 10,000</b>	<b>\$ 125,800</b>	<b>\$ 52,436</b>	<b>\$ 59,085</b>	<b>\$ 49,746</b>	<b>\$ 51,084</b>
<b>Board Expenses</b>						
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Board Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Professional Purchased or Contracted Services</b>						
Legal Services	\$ -	\$ 4,000	\$ 4,080	\$ 4,162	\$ 4,245	\$ 4,287
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ -	\$ 2,400	\$ 2,448	\$ 2,497	\$ 2,547	\$ 2,572
Accounting Services	\$ -	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,724
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,286
Telephone/Telecommunication Services	\$ -	\$ 2,400	\$ 2,448	\$ 2,497	\$ 2,547	\$ 2,572
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,724
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Services	\$ -	\$ 25,000	\$ 28,050	\$ -	\$ -	\$ -
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 122,196	\$ 124,640	\$ 127,133	\$ 129,676	\$ 130,973
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ 300	\$ 306	\$ 312	\$ 318	\$ 322
Contracted technology services	\$ -	\$ 24,000	\$ 24,480	\$ 24,970	\$ 25,469	\$ 25,978
Advertising/Marketing Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Maintenance and Repair	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Maintenance and Repair	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 25,000</b>	<b>\$ 229,496</b>	<b>\$ 236,636</b>	<b>\$ 212,758</b>	<b>\$ 217,013</b>	<b>\$ 219,438</b>
<b>Facilities</b>						
Rent, mortgage, or other facility cost	\$ -	\$ 120,000	\$ 122,400	\$ 124,848	\$ 127,345	\$ 128,618
Furniture	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,462	\$ 5,735
Gas/electric	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918	\$ 16,077
Water/Sewer	\$ -	\$ 3,600	\$ 3,672	\$ 3,745	\$ 3,820	\$ 3,859
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,286
Custodial	\$ -	\$ 18,000	\$ 18,360	\$ 18,727	\$ 19,102	\$ 19,293
Waste disposal	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,286
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Rental	\$ -	\$ 2,400	\$ 2,448	\$ 2,497	\$ 2,547	\$ 2,572
Exterminating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Janitorial Supplies	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,376
<b>Total Facilities</b>	<b>\$ -</b>	<b>\$ 167,600</b>	<b>\$ 170,952</b>	<b>\$ 174,371</b>	<b>\$ 178,052</b>	<b>\$ 180,103</b>
<b>Other</b>						
Contingency	\$ -	\$ 14,787	\$ 4,829	\$ 6,570	\$ 7,035	\$ 3,676
Indiana Charter School Board Administrative Fee	\$ -	\$ 27,200	\$ 29,920	\$ 33,320	\$ 36,040	\$ 38,080
CMO/EMO Fee	\$ -	\$ 136,000	\$ 149,600	\$ 166,600	\$ 180,200	\$ 190,400
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	<b>\$ -</b>	<b>\$ 177,987</b>	<b>\$ 184,349</b>	<b>\$ 206,490</b>	<b>\$ 223,275</b>	<b>\$ 232,156</b>
<b>Total Expenditures</b>	<b>\$ 162,000</b>	<b>\$ 1,649,019</b>	<b>\$ 1,888,082</b>	<b>\$ 1,886,224</b>	<b>\$ 1,984,230</b>	<b>\$ 2,077,579</b>
<b>Carryover/Deficit</b>	<b>\$ 13,000</b>	<b>\$ 125,805</b>	<b>\$ 41,584</b>	<b>\$ 337</b>	<b>\$ 43,456</b>	<b>\$ 55,846</b>
<b>Cumulative Carryover/Deficit</b>	<b>\$ 13,000</b>	<b>\$ 138,805</b>	<b>\$ 180,389</b>	<b>\$ 180,726</b>	<b>\$ 224,182</b>	<b>\$ 280,028</b>



[illegible]

Expected New School Annual Operating Budget and Cash Flow Projections - YEAR 0 - Pre-Opening Period												
	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14
Other (please describe)												
Other (please describe)												
<b>Total Board Expenses</b>												
<b>Professional Purchased or Contracted Services</b>												
Legal Services												
Audit Services												
Payroll Services												
Accounting Services												
Printing/Newsletter/Annual Report Services												
Consultants												
Internet Services												
Telephone/Telecommunication Services												
Total Insurance Costs (per KCSB requirements detailed in charter school application)												
Travel												
Postage												
Special Education Services												
Student Information Services												
Food service												
Transportation												
Other (please describe)												
Other (please describe)												
Other (please describe)												
Other (please describe)												
<b>Professional Purchased or Contracted Services</b>												
<b>Facilities</b>												
Rent, mortgage, or other facility cost												
Furniture												
Gas/electric												
Water/ Sewer												
Grounds Keeping												
Maintenance Services												
Custodial												
Waste disposal												
Other (please describe)												
Other (please describe)												
Other (please describe)												
Other (please describe)												
<b>Total Facilities</b>												
<b>Other</b>												
Contingency												
Indiana Charter School Board Administrative Fee (0% in Year 0)												
CMO/EMO Fee												
Community Relations												
Other (please describe)												
Other (please describe)												
<b>Total Other</b>												
<b>Total Expenditures</b>												
<b>Net Income (Pre-Cash Flow Adjustments)</b>												

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period																
	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	2014	TOTAL	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	TOTAL 2015
CASH FLOW ADJUSTMENTS																
OPERATING ACTIVITIES																
Example - Add Back Depreciation																
Other																
Total Operating Activities																
INVESTMENT ACTIVITIES																
Example - Subtract Property and Equipment Expenditures																
Other																
Total Investment Activities																
FINANCING ACTIVITIES																
Example - Add Expected Proceeds from a Loan or Line of Credit																
Other																
Total Financing Activities																
Total Cash Flow Adjustments																
NET INCOME																
Beginning Cash Balance																
ENDING CASH BALANCE																

**School Name:** New Leaf Career Tech Academy

**Expected Charter School Staffing Needs – Year 0 – Pre-Opening Period**

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

[illegible]

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,359,996	
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
<b>Federal Revenue</b>		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 225,000	
Charter School Facilities Assistance Program Grant		
Title I	\$ 50,000	
Title II	\$ 9,000	
Federal Lunch Program	\$ 92,340	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 25,000	
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 996	
Student Lunch	\$ 9,996	
Student Breakfast		
Textbook Fees		
Other income	\$ 2,496	
<b>Total Revenue</b>	<b>\$ 1,774,824</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 622,536	
Bonuses		
Substitutes	\$ 12,000	
Professional Development	\$ 20,000	
Professional Development Supplies		
Professional Development Travel	\$ 2,000	
Instructional coaches and services	\$ 7,000	
<b>Total Personnel Expenses</b>	<b>\$ 663,536</b>	



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
<b>Instructional Supplies and Resources</b>		
Textbooks		
Library, periodicals, etc	\$	4,000
Technology	\$	30,000
Assessment materials	\$	7,000
Computers	\$	80,000
Software	\$	90,000
Other classroom supplies	\$	20,000
Field trips, other unclassified items	\$	3,600
Co-curricular & Athletics		
Student furniture	\$	20,000
Teacher furniture	\$	6,000
Cafeteria furniture	\$	24,000
<b>Total Instructional Supplies and Resources</b>	<b>\$</b>	<b>284,600</b>
<b>Support Supplies and Resources</b>		
Administrative Computers	\$	24,000
Administrative Software	\$	31,000
Administration Dues, fees, misc expenses	\$	1,200
Office supplies	\$	10,800
Printing and postage	\$	7,200
Advertising	\$	5,000
Employee placement	\$	3,600
Technology supplies	\$	4,000
Office furniture and equipment	\$	39,000
<b>Total Support Supplies and Resources</b>	<b>\$</b>	<b>125,800</b>
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
<b>Total Board Expenses</b>	<b>\$</b>	<b>-</b>
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	4,000
Audit Services		Included in Accounting Services below.
Payroll Services	\$	2,400
Accounting Services	\$	24,000
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,200
Telephone/Telecommunication Services	\$	2,400
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	24,000
Travel		
Postage		
Special Education Services	\$	25,000
Student Information Services		
Food service	\$	122,196
Transportation		
Bank Fees	\$	300
Contracted technology services	\$	24,000

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
Advertising/Marketing Supplies		
Technology Maintenance and Repair		
<b>Total Professional Purchased or Contracted Services</b>	<b>\$</b>	<b>229,496</b>
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	120,000
Equipment	\$	5,000
Gas/electric	\$	15,000
Water/ Sewer	\$	3,600
Grounds Keeping		
Maintenance Services	\$	1,200
Custodial	\$	18,000
Waste disposal	\$	1,200
Security		
Equipment Rental	\$	2,400
Exterminating		
Janitorial Supplies	\$	1,200
<b>Total Facilities</b>	<b>\$</b>	<b>167,600</b>
<b>Other</b>		
Contingency	\$	14,787
Indiana Charter School Board Administrative Fee	\$	27,200
CMO/EMO Fee	\$	136,000
<b>Total Other</b>	<b>\$</b>	<b>177,987</b>
<b>Total Expenditures</b>	<b>\$</b>	<b>1,649,019</b>
<b>Carryover/Deficit</b>	<b>\$</b>	<b>125,805</b>

Assume 2% of Basic Grant (Row 6)

**School Name:** New Leaf Career Tech Academy

**Expected Charter School Staffing Needs – Year 1**

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

[illegible]



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,496,000	
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant	\$ 225,000	
Charter School Facilities Assistance Program Grant	\$ 55,000	
Title I	\$ 9,900	
Title II	\$ 112,570	
Federal Lunch Program		
Federal Breakfast Reimbursement	\$ 27,500	
Federal APC SPED		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees	\$ 1,200	
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees	\$ 2,496	
Other Income	\$ 1,929,666	
<b>Total Revenue</b>	\$ 1,929,666	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,093,967	
Bonuses	\$ 13,464	
Substitutes	\$ 22,440	
Professional Development		
Professional Development Supplies	\$ 2,244	
Professional Development Travel	\$ 7,140	
Instructional coaches and services		
<b>Total Personnel Expenses</b>	\$ 1,139,255	

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
<b>Instructional Supplies and Resources</b>		
Textbooks	\$	4,488
Library, periodicals, etc		
Technology	\$	7,854
Assessment materials	\$	32,000
Computers	\$	10,000
Software	\$	22,440
Other classroom supplies	\$	3,672
Field trips, other unclassified items		
Co-curricular & Athletics	\$	24,000
Student furniture		
Teacher furniture		
Cafeteria furniture		
<b>Total Instructional Supplies and Resources</b>	\$	104,454
<b>Support Supplies and Resources</b>		
Administrative Computers	\$	20,000
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,224
Office supplies	\$	11,016
Printing and postage	\$	7,344
Advertising	\$	5,100
Employee placement	\$	3,672
Technology supplies	\$	4,080
Office furniture and equipment		
<b>Total Support Supplies and Resources</b>	\$	52,436
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
<b>Total Board Expenses</b>	\$	-
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	4,080
Audit Services		Included in Accounting Services below.
Payroll Services	\$	2,448
Accounting Services	\$	24,480
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,224
Telephone/Telecommunication Services	\$	2,448
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	24,480
Travel		
Postage	\$	28,050
Special Education Services		
Student Information Services	\$	124,640
Food service		
Transportation	\$	306
Bank Fees	\$	24,480
Contracted technology services		



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
Advertising/Marketing Supplies		
Technology Maintenance and Repair		
<b>Total Professional/Purchased or Contracted Services</b>	\$	236,636
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	122,400
Furniture	\$	5,100
Gas/electric	\$	15,300
Water/ Sewer	\$	3,672
Grounds Keeping		
Maintenance Services	\$	1,224
Custodial	\$	18,360
Waste disposal	\$	1,224
Security		
Equipment Rental	\$	2,448
Exterminating		
Janitorial Supplies	\$	1,224
<b>Total Facilities</b>	\$	170,952
<b>Other</b>		
Contingency	\$	4,829
Indiana Charter School Board Administrative Fee	\$	29,920
CMO/EMO Fee	\$	149,600
<b>Total Other</b>	\$	184,349
<b>Total Expenditures</b>	\$	1,888,082
<b>Carryover/Deficit</b>	\$	41,584

Assume 2% of Basic Grant (Row 6)

**School Name:** New Leaf Career Tech Academy

### Expected Charter School Staffing Needs – Year 2

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

[illegible]

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,666,000	
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant		
Charter School Facilities Assistance Program Grant		
Title I	\$ 61,250	
Title II	\$ 11,025	
Federal Lunch Program	\$ 113,965	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 30,625	
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,200	
Student Lunch		
Student Breakfast		
Textbook Fees		
Other income	\$ 2,496	
<b>Total Revenue</b>	<b>\$ 1,886,561</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,140,665	
Bonuses		
Substitutes	\$ 15,107	
Professional Development	\$ 25,178	
Professional Development Supplies		
Professional Development Travel	\$ 2,518	
Instructional coaches and services	\$ 7,283	
<b>Total Personnel Expenses</b>	<b>\$ 1,190,750</b>	



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
<b>Instructional Supplies and Resources</b>		
Textbooks		
Library, periodicals, etc	\$	5,036
Technology		
Assessment materials	\$	8,812
Computers		
Software		
Other classroom supplies	\$	25,178
Field trips, other unclassified items	\$	3,745
Co-curricular & Athletics		
Student furniture		
Teacher furniture		
Cafeteria furniture		
<b>Total Instructional Supplies and Resources</b>	\$	42,771
<b>Support Supplies and Resources</b>		
Administrative Computers	\$	10,000
Administrative Software	\$	16,000
Administration Dues, fees, misc expenses	\$	1,248
Office supplies	\$	11,236
Printing and postage	\$	7,491
Advertising	\$	5,202
Employee placement	\$	3,745
Technology supplies	\$	4,162
Office furniture and equipment		
<b>Total Support Supplies and Resources</b>	\$	59,085
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
<b>Total Board Expenses</b>	\$	-
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	4,162
Audit Services		Included in Accounting Services below.
Payroll Services	\$	2,497
Accounting Services	\$	24,970
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,248
Telephone/Telecommunication Services	\$	2,497
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	24,970
Travel		
Postage		
Special Education Services		
Student Information Services		
Food service	\$	127,133
Transportation		
Bank Fees	\$	312
Contracted technology services	\$	24,970

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
Advertising/Marketing Supplies		
Technology Maintenance and Repair		
<b>Total Professional Purchased or Contracted Services</b>	<b>\$</b>	<b>212,758</b>
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	124,848
Furniture	\$	5,202
Gas/electric	\$	15,606
Water/ Sewer	\$	3,745
Grounds Keeping		
Maintenance Services	\$	1,248
Custodial	\$	18,727
Waste disposal	\$	1,248
Security		
Equipment Rental	\$	2,497
Exterminating		
Janitorial Supplies	\$	1,248
<b>Total Facilities</b>	<b>\$</b>	<b>174,371</b>
<b>Other</b>		
Contingency	\$	6,570
Indiana Charter School Board Administrative Fee	\$	33,320
CMO/EMO Fee	\$	166,600
<b>Total Other</b>	<b>\$</b>	<b>206,490</b>
<b>Total Expenditures</b>	<b>\$</b>	<b>1,886,224</b>
<b>Carryover/Deficit</b>	<b>\$</b>	<b>337</b>

**School Name:** New Leaf Career Tech Academy

### Expected Charter School Staffing Needs – Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
The benefits for each employee include all payroll taxes, TRF/PERF contributions, and medical insurance. The federal payroll tax was calculated at 7.65% of each employee's salary. TRF/PERF was calculated using <u>7.5%</u> of each employee's salary. Medical insurance was calculated at an average cost of \$ <u>5,000</u> for each employee to be enrolled in a Health Savings Account plan.					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Director/Principal	1	84,870	84,870	29,160	114,030
Business Manager	1	37,130	37,130	12,757	49,887
Administrative Asst (PT)	1	15,910	15,910	5,466	21,376
Teacher - English / LA	1	47,740	47,740	16,403	64,143
Teacher - Math	1	47,740	47,740	16,403	64,143
Teacher - Science	1	47,740	47,740	16,403	64,143
Teacher - History	1	47,740	47,740	16,403	64,143
Teacher 2 - English / LA	1	46,350	46,350	15,925	62,275
Teacher 2 - Math	1	46,350	46,350	15,925	62,275
Teacher 2 - Science	1	46,350	46,350	15,925	62,275
Teacher 2 - History	1	46,350	46,350	15,925	62,275
Instr Asst / Aide 1	1	31,830	31,830	10,936	42,766
Instr Asst / Aide 2	1	31,830	31,830	10,936	42,766
Instr Asst / Aide 3	1	30,900	30,900	10,617	41,517
Instr Asst / Aide 4	1	30,900	30,900	10,617	41,517
Spec Ed Teacher	1	47,740	47,740	16,403	64,143
Guidance Counselor	1	47,740	47,740	16,403	64,143
Social Worker	1	46,350	46,350	15,925	62,275
Curriculum Director	1	51,500	51,500	17,695	69,195
Food Service (PT)	1	15,910	15,910	5,466	21,376
TOTAL		848,970	848,970	67,932	1,140,665



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,802,000	
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant		
Charter School Facilities Assistance Program Grant		
Title I	\$ 66,250	
Title II	\$ 11,925	
Federal Lunch Program	\$ 110,690	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 33,125	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,200	
Student Lunch		
Student Breakfast		
Textbook Fees		
Other Income	\$ 2,496	
<b>Total Revenue</b>	\$ 2,027,686	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,213,084	
Bonuses		
Substitutes	\$ 16,950	
Professional Development	\$ 28,249	
Professional Development Supplies		
Professional Development Travel	\$ 2,825	
Instructional coaches and services	\$ 7,428	
<b>Total Personnel Expenses</b>	\$ 1,268,536	

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
<b>Instructional Supplies and Resources</b>		
Textbooks		
Library, periodicals, etc	\$	5,650
Technology		
Assessment materials	\$	9,887
Computers		
Software		
Other classroom supplies	\$	28,249
Field trips, other unclassified items	\$	3,820
Co-curricular & Athletics		
Student furniture		
Teacher furniture		
Cafeteria furniture		
<b>Total Instructional Supplies and Resources</b>	<b>\$</b>	<b>47,607</b>
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software	\$	16,000
Administration Dues, fees, misc expenses	\$	1,273
Office supplies	\$	11,461
Printing and postage	\$	7,641
Advertising	\$	5,306
Employee placement	\$	3,820
Technology supplies	\$	4,245
Office furniture and equipment		
<b>Total Support Supplies and Resources</b>	<b>\$</b>	<b>49,746</b>
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
<b>Total Board Expenses</b>	<b>\$</b>	<b>-</b>
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	4,245
Audit Services		Included in Accounting Services below.
Payroll Services	\$	2,547
Accounting Services	\$	25,469
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,273
Telephone/Telecommunication Services	\$	2,547
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	25,469
Travel		
Postage		
Special Education Services		
Student Information Services		
Food service	\$	129,676
Transportation		
Bank Fees	\$	318
Contracted technology services	\$	25,469

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
Advertising/Marketing Supplies		
Technology Maintenance and Repair		
<b>Total Professional Purchased or Contracted Services</b>	<b>\$</b>	<b>217,013</b>
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	127,345
Furniture	\$	5,462
Gas/electric	\$	15,918
Water/ Sewer	\$	3,820
Grounds Keeping		
Maintenance Services	\$	1,273
Custodial	\$	19,102
Waste disposal	\$	1,273
Security		
Equipment Rental	\$	2,547
Exterminating		
Janitorial Supplies	\$	1,311
<b>Total Facilities</b>	<b>\$</b>	<b>178,052</b>
<b>Other</b>		
Contingency	\$	7,035
Indiana Charter School Board Administrative Fee	\$	36,040
CMO/EMO Fee	\$	180,200
<b>Total Other</b>	<b>\$</b>	<b>223,275</b>
<b>Total Expenditures</b>	<b>\$</b>	<b>1,984,230</b>
<b>Carryover/Deficit</b>	<b>\$</b>	<b>43,456</b>

Assume 2% of Basic Grant (Row 6)



**School Name:** New Leaf Career Tech Academy

**Expected Charter School Staffing Needs -- Year 4**

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
The benefits for each employee include all payroll taxes, TRF/PERF contributions, and medical insurance. The federal payroll tax was calculated at 7.65% of each employee's salary. TRF/PERF was calculated using __ <u>7.5%</u> _ of each employee's salary. Medical insurance was calculated at an average cost of \$ <u>5,000</u> for each employee to be enrolled in a Health Savings Account plan.					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Director/Principal	1	89,110	89,110	32,148	121,258
Business Manager	1	38,990	38,990	14,066	53,056
Administrative Asst (PT)	1	16,710	16,710	6,028	22,738
Teacher - English / LA	1	50,130	50,130	18,085	68,215
Teacher - Math	1	50,130	50,130	18,085	68,215
Teacher - Science	1	50,130	50,130	18,085	68,215
Teacher - History	1	50,130	50,130	18,085	68,215
Teacher 2 - English / LA	1	48,670	48,670	17,559	66,229
Teacher 2 - Math	1	48,670	48,670	17,559	66,229
Teacher 2 - Science	1	48,670	48,670	17,559	66,229
Teacher 2 - History	1	48,670	48,670	17,559	66,229
Instr Asst / Aide 1	1	33,420	33,420	12,057	45,477
Instr Asst / Aide 2	1	33,420	33,420	12,057	45,477
Instr Asst / Aide 3	1	32,450	32,450	11,707	44,157
Instr Asst / Aide 4	1	32,450	32,450	11,707	44,157
Spec Ed Teacher	1	50,130	50,130	18,085	68,215
Guidance Counselor	1	50,130	50,130	18,085	68,215
Social Worker	1	48,670	48,670	17,559	66,229
Curriculum Director	1	54,080	54,080	19,510	73,590
Food Service (PT)	1	16,710	16,710	6,028	22,738
<b>TOTAL</b>		891,470	891,470	321,614	1,213,084

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
		Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Basic Grant	\$ 1,904,000	
Common School Loan		
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant		
Charter School Facilities Assistance Program Grant		
Title I	\$ 70,000	
Title II	\$ 12,600	
Federal Lunch Program	\$ 108,129	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 35,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,200	
Student Lunch		
Student Breakfast		
Textbook Fees		
Other income	\$ 2,496	
<b>Total Revenue</b>	<b>\$ 2,133,425</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,290,633	
Bonuses		
Substitutes	\$ 17,119	
Professional Development	\$ 28,532	
Professional Development Supplies		
Professional Development Travel	\$ 2,853	
Instructional coaches and services	\$ 7,577	
<b>Total Personnel Expenses</b>	<b>\$ 1,346,714</b>	

School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
<b>Instructional Supplies and Resources</b>		
Textbooks		
Library, periodicals, etc	\$	5,706
Technology		
Assessment materials	\$	9,986
Computers		
Software		
Other classroom supplies	\$	28,532
Field trips, other unclassified items	\$	3,859
Co-curricular & Athletics		
Student furniture		
Teacher furniture		
Cafeteria furniture		
<b>Total Instructional Supplies and Resources</b>	<b>\$</b>	<b>48,083</b>
<b>Support Supplies and Resources</b>		
Administrative Computers	\$	5,000
Administrative Software	\$	12,000
Administration Dues, fees, misc expenses	\$	1,286
Office supplies	\$	11,576
Printing and postage	\$	7,717
Advertising	\$	5,359
Employee placement	\$	3,859
Technology supplies	\$	4,287
Office furniture and equipment		
<b>Total Support Supplies and Resources</b>	<b>\$</b>	<b>51,084</b>
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats		
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
<b>Total Board Expenses</b>	<b>\$</b>	<b>-</b>
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$	4,287
Audit Services		Included in Accounting Services below
Payroll Services	\$	2,572
Accounting Services	\$	25,724
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,286
Telephone/Telecommunication Services	\$	2,572
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	25,724
Travel		
Postage		
Special Education Services		
Student Information Services		
Food service	\$	130,973
Transportation		
Bank Fees	\$	322
Contracted technology services	\$	25,978



School Name: New Leaf Career Tech Academy

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
Advertising/Marketing Supplies		
Technology Maintenance and Repair		
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$	219,438
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$	128,618
Furniture	\$	5,735
Gas/electric	\$	16,077
Water/ Sewer	\$	3,859
Grounds Keeping		
Maintenance Services	\$	1,286
Custodial	\$	19,293
Waste disposal	\$	1,286
Security		
Equipment Rental	\$	2,572
Exterminating		
Janitorial Supplies	\$	1,376
<b>Total Facilities</b>	\$	180,103
<b>Other</b>		
Contingency	\$	3,676
Indiana Charter School Board Administrative Fee	\$	38,080
CMO/EMO Fee	\$	190,400
<b>Total Other</b>	\$	232,156
<b>Total Expenditures</b>	\$	2,077,579
<b>Carryover/Deficit</b>	\$	55,846

Assume 2% of Basic Grant (Row 6)

**School Name:** New Leaf Career Tech Academy

### Expected Charter School Staffing Needs – Year 5

**Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.**

<b>Benefits Assumptions - Please describe how you calculated your benefits and what is included below</b>					
The benefits for each employee include all payroll taxes, TRF/PERF contributions, and medical insurance. The federal payroll tax was calculated at 7.65% of each employee's salary. TRF/PERF was calculated using __ <u>7.5%</u> _ of each employee's salary. Medical insurance was calculated at an average cost of \$ <u>5,000</u> for each employee to be enrolled in a Health Savings Account plan.					
<b>Position Description</b>	<b>Number of Staff Per Position</b>	<b>Average Salary for the Position</b>	<b>Total Salary</b>	<b>Benefits and Payroll Taxes</b>	<b>TOTAL Salary and Benefits</b>
Director/Principal	1	93,570	93,570	35,445	129,015
Business Manager	1	40,940	40,940	15,508	56,448
Administrative Asst (PT)	1	17,550	17,550	6,648	24,198
Teacher - English / LA	1	52,640	52,640	19,940	72,580
Teacher - Math	1	52,640	52,640	19,940	72,580
Teacher - Science	1	52,640	52,640	19,940	72,580
Teacher - History	1	52,640	52,640	19,940	72,580
Teacher 2 - English / LA	1	51,100	51,100	19,357	70,457
Teacher 2 - Math	1	51,100	51,100	19,357	70,457
Teacher 2 - Science	1	51,100	51,100	19,357	70,457
Teacher 2 - History	1	51,100	51,100	19,357	70,457
Instr Asst / Aide 1	1	35,090	35,090	13,292	48,382
Instr Asst / Aide 2	1	35,090	35,090	13,292	48,382
Instr Asst / Aide 3	1	34,070	34,070	12,906	46,976
Instr Asst / Aide 4	1	34,070	34,070	12,906	46,976
Spec Ed Teacher	1	52,640	52,640	19,940	72,580
Guidance Counselor	1	52,640	52,640	19,940	72,580
Social Worker	1	51,100	51,100	19,357	70,457
Curriculum Director	1	56,780	56,780	21,509	78,289
Food Service (PT)	1	17,550	17,550	6,648	24,198
<b>TOTAL</b>		936,050	936,050	354,583	1,290,633



**Attachment 7**  
**Proposed Student Handbook**

## **NONDISCRIMINATION POLICY**

No school owned or operated by New Leaf Organization or New Leaf Career Tech Academy shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered program.

## **SCHOOL HOURS**

Monday – Friday .....8:00 AM - 3:00 PM

Monday - Friday.....4:00 PM - 8:00 PM

## **Exiting the building**

- Students must leave the school building immediately following our dismissal times listed above.
- Once students leave the school, they are not allowed to re-enter the school building.

## **HONOR CODE/ACADEMIC DISHONESTY**

NLCTA operates within an honor code system where all students are expected to complete their classwork on their own accord. A student has violated our honor code and is guilty of Academic Dishonesty when he/she engages in any illegal or improper activity for the purpose of improving a grade or test score, either for themselves or others by engaging in, but not limited to, copying another students work, having someone else do their class work, and plagiarism.

Violations will be handled by the teacher and academic counselor. Students will receive a zero on the assignment/s with possible removal from the NLCTA program with continued violations.

## **ATTENDANCE POLICY**

Students are required to attend a minimum of **4 HOURS** each day. Students that do not complete the daily four hour requirement will receive an unexcused absence. Please note students are only allowed **10 UNEXCUSED** absences for the **ENTIRE SCHOOL YEAR**.

**Excused:** a student is considered to have an excused absence under the following conditions:

1. Death in the immediate family
2. Medical, dental, court, and/or other required appointments. Statement from the doctor, dentist, etc., required upon return to school
3. Personal illness or injury
4. Career pathway internship
5. Major religious holiday

**Unexcused:** Any absence, lateness, or early release that does not meet the above conditions shall be considered unexcused.

## **Consequences:**

- a. After three (3) days of cumulative absence due to an illness (excused or unexcused), a doctor's statement or other verification will be required upon the student's return to school.

- b. After five (5) days of cumulative absences (excused or unexcused), a conference between the student, the parent (if student is under 18), and the principal will be required to assess the reasons for absences and the impact the absences are having on the student's academic work.
- c. After seven (7) days of cumulative absences (excused or unexcused), a certified letter will be sent to the parent/guardian or student indicating that additional absences could jeopardize the student's enrollment at New Leaf Career Tech Academy.
- d. At ten (10) days of cumulative absence (excused or unexcused), the student will be considered a "habitual truant" and **may be considered for removal from the program** and, if under 18, referred to the Lake County Superior Court Juvenile Division Special Services Truancy Program.

A student is expected to make up work within the same amount of time for which they were absent. Example: A student was absent for one day-a student has one day to make up work. If a student is absent two days, the student has two days to make up work, etc. The student is responsible for asking for his or her make up work. Tests and quizzes are expected to be taken upon return if the student only misses one day.

### **BULLYING**

We insist on a professional, safe, and respectful environment at New Leaf Career Tech Academy. Bullying of any kind, towards students, teachers, staff, or others, will absolutely NOT be tolerated. Bullying can take many forms, including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or any other oral, written, or physical actions that make our school feel like an unsafe place. Bullying is prohibited within our building, on our buses, and to and from school events or field trips. **Bullying is also prohibited on all student social media sites, including, but not limited to Facebook, Twitter, Tumbler, Instagram, or any other social media site.** Students who engage in bullying on social media sites outside of school are still subject to all disciplinary policies, up to and including suspension and expulsion.

### **DRESS CODE**

Students are expected to dress in business casual / workplace attire. All tops need to be at an appropriate length and pants must be worn at the WAIST.

### **CHANGE OF PERSONAL INFORMATION**

If a student changes his/her name, telephone number, or address, the parent must report the new information promptly to the attendance office.

### **CHILD PROTECTION GUIDELINES**

1. All adult employees and volunteers must pass a national criminal background check, including all applicable sex-offender registries, prior to beginning work.
2. Adults who have been convicted of either sexual or physical abuse of children/youth and/or those who have a history of inappropriate conduct with children will not be employed and shall not volunteer service in any activity and/or program involving minors at New Leaf Career Tech Academy.
3. Employees and volunteers who work with children and youth shall observe the "two-person rule" or the "open door policy" at ALL times. A situation where one person is alone with a child or youth should be avoided.

Reporting Incidents: Reports shall be documented in writing with the date of the report, the time of the report, the telephone number and name of the recipient to whom the report was made, name of person

making the report, and a brief synopsis of the report. If at all possible, oral reporting will be recorded in the presence of a witness.

### **COMMUNICATING WITH THE SCHOOL**

We believe that students should be actively involved in the school. It is our intention to provide timely information in the areas of program, curriculum, special events, procedures, policies, etc. A school newsletter and communications with individual teachers will be the primary sources of school news. You are encouraged to contact us by:

- Emailing the teacher
- Writing a note on a separate sheet of paper. It is the student's responsibility to share all parent notes with the teacher.
- Calling the school to leave a message for the teacher. All calls will be returned within a 24 hour period.

### **DISCIPLINE PHILOSOPHY**

Discipline is the demonstration of responsible behavior academically, socially, physically and ethically. Our goal is to establish an educational climate that is safe, secure and orderly. Discipline appears as a subject because it is the foundation of the educational structure. Students are expected to behave in a manner consistent with allowing the learning process to proceed efficiently. This means that students' behaviors must show consideration for other students, faculty and staff. Behavior which inhibits the learning of others or negatively affects their safety will not be tolerated and will result in possible suspension and/or removal from the program.

In addition (IC 20-33-8-15), a student may be suspended or expelled for unlawful activity on or off school grounds if:

- (1) The unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- (2) The student's removal is necessary to restore order or protect persons on school property; Including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

\* The Principal and his/her designee reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

\*\* If a student has been suspended from school at least ten (10) days, the student will participate in an expulsion meeting and could lead to expulsion through due process.

\*\* Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

### **EARLY COLLEGE PROGRAM**

Students who participate in our Early College Program and are jointly-enrolled in a college program will have their college grade posted on their New Leaf Career Tech Academy transcript based on the college grading scale. These are dual credit (high school and college) classes; therefore they are part of the high school transcript.

### **EMERGENCY CLOSINGS**

It may be necessary for the school to close or delay opening because of severe weather conditions or other emergency situations. If a closing seems possible, you are requested to watch one of the following television stations for this information or check their websites.

CBS	NBC	WGN	ABC	FOX	WGCI	Power92	WSRB
Channel 2	Channel 5	Channel 9	Channel 7	Fox 32	107.5	92.3	106.3

### **HOMEWORK HOTLINE**

New Leaf Career Tech Academy students have an opportunity to receive assistance in the areas of math and science from Rose Hulman Institute of Technology college students. This service is available to students Sunday-Thursday from 7pm-10pm (EST). The number to call for the service is 1-877-ASK-ROSE (275-7673) or log on to [www.AskRose.org](http://www.AskRose.org).

### **IMMUNIZATIONS**

Indiana Code requires that the school corporation maintain a file of immunization history for each student. When a student enrolls for the first time or any subsequent time and at any level, his/her parents must show either that he/she has been immunized or that a current religious or medical objection is on file. The law further states *that no child may remain in school beyond the date of his enrollment without minimum required immunizations.*

### **MEDICATION POLICY**

When it is necessary for a student to take medication during the school day, Indiana State Code must be followed. Both prescription and non-prescription medication must be brought to the school clinic and kept there for the nurse or nurse-delegate to dispense. Medication may be given or dispensed only by a school administrator, school nurse, teacher, or other school employee designated by the school administrator.

#### **Prescription Medication**

1. The school must have written permission from both the doctor and parent or legal guardian to give the student prescription medication. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school year. The parent note should include the time schedule for administration of medication. If the medication is to be terminated prior to the date on the prescription, the written consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.
2. Medication must be in the original pharmacy container with the pharmacy label bearing: **date, student's name, name of medication and strength, directions for administering (frequency and amount).**
3. In **NO INSTANCE** may the physician's ordered medication dosage or frequency of administration for prescription medication be altered.
4. In **NO INSTANCE** may the student carry inhaler(s) on him/herself without a **Student Asthma Action Card** filed in the clinic and signed by parent and physician, giving permission for the student to carry an inhaler on his or her person.

#### **Non-Prescription Medication**

1. The school must have written permission from parent and doctor including: **date, student's name, name of medication, amount to be given, frequency of administration and time schedule and date to discontinue.**
2. The school must be in original container bearing: **name of medication, directions for use, recommended dosage and manufacturer's expiration date (if appropriate).**
3. Medication container must be labeled with student's name in permanent marker.
4. In **NO INSTANCE** may the manufacturer's recommended dosage or frequency of administration for non-prescription medications be exceeded, unless a written note from the physician, stating that the medication may be given, is presented with the medication.

## **PARENT RIGHTS**

Parents have the right to see all records that pertain to their individual student (under the age of 18). If you desire to view your student's records, contact the Principal. Student records may not leave the office area. You will be given a private area to view the records. By law, student records must be kept confidential and viewed only by school personnel dealing with the child directly. No information can be shared publicly in any way without expressed written permission of the parent or guardian.

1. **Non-Custodial Parent Rights** - Unless a court order is on file preventing a parent from visiting or receiving information concerning a child, non-custodial parents have the right to visit children, view records, and take part in communications regarding the child. Please contact the Principal concerning any problems with custodial and non-custodial parents that would affect our school.
2. **Special Education** - Parents of students identified with disabilities have certain legal rights. Please contact the office for a copy of those rights and educational safeguards.

## **SCHOOL BOARD**

School Board meetings will be announced and parents/guardians are encouraged to attend whenever possible.

## **SUSPICION OF ABUSE REPORTING POLICY**

Indiana Law requires a person to immediately report suspected and reported child abuse to the authorities and in organizations such as New Leaf Career Tech Academy, to the appropriate individual in charge. A person who fails to do so can be prosecuted for a Class B misdemeanor or, in extreme circumstances, may be subject to civil liability for money damages. All employees and volunteers at New Leaf Career Tech Academy must adhere to the following procedures:

In the event of suspected, reported or discovered child abuse or violation of the Child Protection Guidelines of New Leaf Career Tech Academy, the employee or volunteer shall immediately notify the principal. In the absence of the principal, notify Dana Johnson, Attorney for NEW LEAF ORGANIZATION 317-536-1026 ext. 4207. In the event of suspected, reported or discovered child abuse or neglect, the principal will also immediately make a report to the local child protection service or law enforcement agency.

Gary Police Department .....219-881-1214  
Child Protection Services .....219-886-6000

At the beginning of each school administrative year, all employees and volunteers working with students under the age of 18 will receive training regarding the signs of child abuse, including child sexual abuse, and will receive instruction regarding reporting procedures for any and all suspected child abuse.

## **SMOKING POLICY**

SMOKING IS NOT PERMITTED anywhere on school property, including around or inside all buildings, school grounds or vehicles on school property. If a student chooses to smoke, he/she must sign out and leave for the day but may return for the night program to complete the daily attendance requirement.

## **STUDENT RESPONSIBILITIES**

Once a student turns 18, they become legally responsible for themselves. This means they are able to legally access their own school records (and their parent cannot, without written permission from the student.) It also means that the student is no longer required by state law to attend school. However, this does not mean a student may attend whenever they wish. Attendance is mandatory at New Leaf Career Tech Academy, and once a student enrolls with us, they agree to follow our policies, including attendance and truancy. All students are required to attend school for the required number of days. Please see our Attendance Policy for more detail

## **TECHNOLOGY USE POLICY**

Use of technology is essential to the curriculum and learning at New Leaf Career Tech Academy. Students will participate in a variety of lessons and activities using computers, printers, scanners, and other digital equipment. Students will receive training to use technology at school and home. Students are expected to follow and agree to the "Acceptable Use Policy" signed by all students and parents upon acceptance of enrollment. Appropriate use of technology is outlined below.

1. **Acceptable Use Policy** - Regardless of the circumstance, each student is expected to be responsible and honest, use common sense, and practice proper etiquette at all times. In order to comply, the following rules are in effect:
  - a. It is a federal crime to unlawfully copy software; any student attempting to copy the school's software and/or multi-media materials will be referred to the school's administration and law enforcement for disciplinary consequences according to the student handbook for vandalism.
  - b. Tampering with or vandalizing any part of the hardware or software will result in disciplinary consequences according to the student handbook for vandalism.
  - c. Using any commands on the computer that could alter the operations of any part of the computer system, including the default settings, will result in disciplinary consequences according to the student handbook for vandalism.
  - d. The downloading of programs from any source is strictly prohibited. Failure to comply will be treated as vandalism.
  - e. Use of computers outside of class period and after school is at the discretion of the teacher. No student is to use computers without an authorized faculty or staff member or parent (at home) present. Failure to comply will be treated as vandalism.
  - f. Students are not allowed to take computers out of the school without teacher approval. Failure to comply will be treated as theft.
  - g. Changing computer configuration, deliberately accessing another student's account, deliberately harming any of the equipment, or surfing the web without an educational assignment will result in the student losing all computer privileges for a specified period of time outside of the usage necessary for the basic curriculum. Repeat offenders and/or students who deliberately access pornographic materials from the Internet will lose all computer privileges and will be processed through expulsion procedures. Student will be immediately suspended out of school for any such infraction.

## **WORK PERMITS**

Work permits are issued by the principal or his/her designee. This is a two-step procedure. The student must first obtain the "Intent to Employ" card from the employer. Then the student must bring his/her completed "Intent to Employ" form signed by his/her parent/guardian and his/her prospective employer. A work permit will be generated and given to the student. These steps must be followed each time a student changes employment. Work permits are issued based on attendance and academic standing at NLCTA.

## **CHILDCARE**

Childcare is available to students with small children who qualify.

## **BUS PASSES**

Bus passes for GPTC bus service are available to eligible students based on attendance, academic progress, and professional behavior.

**PLEASE DETACH THIS SHEET FROM HANDBOOK  
AND RETURN TO NLCTA.**

I, \_\_\_\_\_, have read and understand the New Leaf Career Tech Academy student handbook and agree to adhere to expectations for attendance, behavior, and academic progress. I understand that failure to comply with any expectations dictated in the handbook may result in removal from the program.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE DETACH THIS SHEET FROM THE  
HANDBOOK AND RETURN TO NLCTA.**



# **Attachment 8**

## **Compass Learning**

LOG IN ([HTTPS://WWW.THEFAIRLEARNINGODYSSEY.COM/](https://www.thefairlearningodyssey.com/))

SUPPORT ([HTTPS://COMPASSLEARNINGSECURE.FORCE.COM/CUSTOMERSUPPORT/CUSTOMERPORTAL/HOME](https://compasslearningsecure.force.com/customersupport/customerportal/home))

SALES INFO 666 586 7387 (/ABOUT/CONTACT)



## Compass Learning® High School



### Connect with today's always-connected teens

*Whether they're just starting their freshman year or counting the days until graduation, the needs of high school learners can be all over the map. For these teens—impatient, questioning, and plugged in—the old way of doing things just won't cut it. Today's teens are doing more and reaching farther than ever before—and you want to make sure they have every tool they need to succeed along the way.*



## Compass Learning® High School

### Engage teenage minds in the digital age

**Accelerating learning for high school students.** Compass Learning® High School learning acceleration software™ helps teachers make powerful connections with today's 'plugged-in' high schoolers. With anytime, anywhere online access to rigorous, Common Core and state standards aligned content, students can work around their busy schedules. Bland, uninspiring lessons? Not included. Instead, Compass Learning High School engages students with dynamic graphics, fun interactive lessons, and a teen-friendly voice that

presents learning on their terms. No matter if they're working to earn back credits for graduation, preparing for college, or building the skillset they need to get a good job, Compass Learning High School gives students learning support that's custom-built for their unique needs.



**Inspire and equip your students for graduation, college, and careers with:**

**SOLUTIONS** **GRADE LEVELS** **SERVICES** **DEMO** **CONTACT**

[\(HTTPS://COMPASSLEARNING.COM/SERVICES/\)](https://compasslearning.com/services/)

[SUCCESS \(HTTPS://COMPASSLEARNING.COM/SUCCESS-LIBRARY/STORIES/\)](https://compasslearning.com/success-library/stories/)

[INTEGRATIONS \(HTTPS://COMPASSLEARNING.COM/INTEGRATIONS/\)](https://compasslearning.com/integrations/)



- ✓ State and Common Core standards-aligned curriculum
- ✓ Diagnostic assessments for targeted, individualized instruction
- ✓ Credit recovery, credit attainment, and diploma equivalency prep
- ✓ Advanced Placement® preparation courses
- ✓ College readiness and ACT prep
- ✓ An extensive range of high school electives
- ✓ Full integration with Scantron™ Performance Series®
- ✓ Scaffolding and non-repetitive reteach when students struggle
- ✓ Robust reporting tools that make data actionable and inform instructional decisions
- ✓ Interactive writing tools and virtual manipulatives



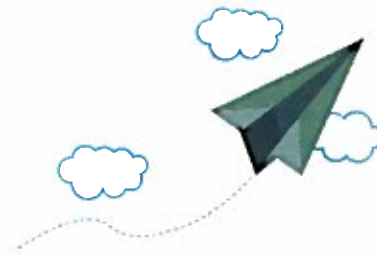
## Let us make this easier

- ✓ We're committed to helping your students succeed, and that means helping you find ways to pay for that success. ([/wp-content/uploads/2014/06/Funding-Tables\\_062214\\_High-School1.pdf](/wp-content/uploads/2014/06/Funding-Tables_062214_High-School1.pdf))
- ✓ We offer professional services (</services/>) to help you and your students achieve your educational goals.

## See it in action

Want a personalized demo? Contact us today to learn how Compass Learning can help increase achievement in your high schools.

Contact Us ►



"Kids seem more engaged in the Compass Learning program. I think the reteaching helps. It lets kids know not just why they got something right but why they got something wrong."

**Melissa Thomas**

*Virtual English Teacher, El Paso Independent School District (Texas)*

## Sample lessons



Math



Language Arts



Social Studies



Science

Find out a little more about the thinking behind our blended learning solutions.

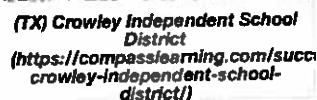
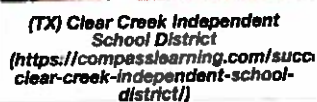
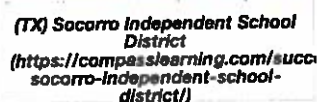
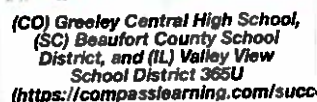
**Learn more** ►

## All High School

PORT BY:	NAME	DATE	DIRECTION:	ASC	DESC
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(<https://compasslearning.com/succa/starkville-school-district/>)



cookeville-high-school/)

laker-school-district/)

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**Attachment 9**  
**Rise Evaluation Rubric**





Indiana Department of Education

# Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit [www.riseindiana.org](http://www.riseindiana.org)

## DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2 Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	<p><b>Create Objective-Driven Lesson Plans and Assessments</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.</p>
1.5	<p><b>Track Student Data and Analyze Progress</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

## DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:  Develop student understanding and mastery of lesson objectives	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective</li> </ul>

### Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.2:</b>	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
<b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	<ul style="list-style-type: none"> <li>- For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</li> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher delivers content that is factually correct</li> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate language</li> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul>

**Notes:**

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.3:</b>  <b>Engage students in academic content</b>	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>- Students do not actively listen and are overtly disinterested in engaging</li> </ul>

**Notes:**

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.



Competency	Highly Effective (4) Teacher is highly effective at checking for understanding	Effective (3) Teacher is effective at checking for understanding	Improvement Necessary (2) Teacher needs improvement at checking for understanding	Ineffective (1) Teacher is ineffective at checking for understanding
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>- Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer</li> <li>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

**Notes:**

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or midway through independent practice
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - Checks for Understanding: thumbs up/down, cold-calling
  - Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b> <b>Modify Instruction As Needed</b>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

**Notes:**

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>  <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to all students</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)</li> </ul>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is not always accessible or challenging for students</li> <li>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>

**Notes:**

- Examples of types of questions that can develop higher-level understanding:
  - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
  - Asking students to explain their reasoning
  - Asking students to explain why they are learning something or to summarize the main idea
  - Asking students to apply a new skill or concept in a different context
  - Posing a question that increases the rigor of the lesson content
  - Prompting students to make connections to previous material or prior knowledge
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
- The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.7:</b> <b>Maximize Instructional Time</b>	<p>Teacher is highly effective at maximizing instructional time</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> </ul>	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> </ul>

**Notes:**

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.8:</b> <b>Create Classroom Culture of Respect and Collaboration</b>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul>	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers</li> <li>- Students are given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>- Teacher rarely or never praises positive behavior</li> <li>- Teacher rarely or never addresses negative behavior</li> </ul>

**Notes:**

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress</li> <li>- Students demonstrate high academic expectations for themselves</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> <li>- Teacher sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>- Teacher celebrates and praises academic work</li> <li>- High quality work of all students is displayed in the classroom</li> </ul>	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> <li>- Teacher may set high expectations for some, but not others</li> <li>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</li> <li>- Teacher may praise the academic work of some, but not others</li> <li>- High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students</li> <li>- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</li> <li>- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li> <li>- Teacher rarely or never praises academic work or good behavior</li> <li>- High quality work is rarely or never displayed in the classroom</li> </ul>

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit [www.riseindiana.org](http://www.riseindiana.org)

### DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives  Teacher may not: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed  Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities  Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

<b>3.4 Advocate for Student Success</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all the students in the school</li> <li>- Make changes and take risks to ensure student success</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> </ul>	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
<b>3.5 Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>- Respond promptly to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Respond to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning</li> </ul>	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.



### Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences *
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

\* It should be left to the discretion of the corporation to define "unexcused absence" in this context

**Attachment 10**  
**Proposed Employee Handbook**

## **DISCLAIMER**

The Certified/classified Employee Handbook has been prepared and provided for your information and future reference concerning your responsibilities, expected performance and behavior while working for New Leaf Career Tech Academy.

This handbook will answer the most commonly asked questions by employees and address the basic policies and procedures which govern and affect your employment with New Leaf Career Tech Academy.

**This handbook does not constitute a contract.** Although every effort was made to ensure the accuracy of this information at the time of publication, changes may occur. New Leaf Career Tech Academy reserves the right to modify or deviate from the handbook at any time and at its sole discretion. Employees and prospective employees should not in any way rely upon the provisions of the handbook in accepting or continuing employment.

## **PUBLICATIONS**

In addition to this booklet, there are several other publications that contain additional information about the organization and operation of New Leaf Career Tech Academy. These include: "Bylaws and Policies" and "Administrative Guidelines".

## **EQUAL EMPLOYMENT OPPORTUNITES**

New Leaf Career Tech Academy shall adhere to a policy of equal employment opportunities for all employees. It is the policy of the School Board to not discriminate on the basis of race, color, religion, age, national origin, marital status, disability, or sex; in admission, access, treatment, or employment in its programs and activities.

## **I. THE BASICS FOR NEW EMPLOYEES**

### **RECRUITMENT AND HIRING**

The New Leaf Career Tech Academy's primary goal when recruiting new employees is to fill vacancies with persons who have the best available skills, experience, work ethic, willingness to serve, and the ability to build relationships needed to perform the work. Decisions regarding the recruitment, selection and placement of employees are made on the basis of job-related criteria.

When positions become available, qualified current employees may apply for the position. As openings occur, notices relating general information about the position are posted on the IDOE web site.

### **PROBATIONARY PERIOD**

A probationary period is provided to give new Building Logistical Support (BLS) employees the opportunity to demonstrate a satisfactory level of performance compared to NLCTA job performance expectations. NLCTA will use this period to evaluate the employee's capability, work habits, and overall performance.

- The probationary period is 90 calendar days for all new BLS employees. By completing this introductory period, an employee is not guaranteed continued employment. All certified/classified employees are considered "at-will" and job security is subject to personal performance and financial conditions. .
- If NLCTA determines that the designated probationary period does not allow sufficient time to thoroughly evaluate the employee's performance, the probationary period may be extended for 30 day periods, if approved by the Principal.
- Prior to the completion of the 90 calendar day period, new employees will undergo an appraisal to provide feedback on performance, guidance on future direction, and to set selected specific objectives for the next performance appraisal period.
- Upon completion of the probationary period, supervisors will sign off on a performance rubric to remove the employee from probationary status.

### **EMPLOYEE PERFORMANCE EVALUATIONS**

Principals will make every effort to evaluate NLCTA's certified/classified employees bi-annually. The performance evaluation process is designed to evaluate an employee's job performance and effectiveness as objectively and fairly as possible. The primary purpose of the performance evaluation is to inform the employee of his/her strengths and areas for improvement. Discussion will serve as a means to improve his/her performance; establish goals and expectations for future evaluations.

## **PERFORMANCE IMPROVEMENT PLANS**

NLCTA's performance improvement plan is a structured plan of action designed to assist certified/classified employees in continuing to improve their performance at the standards required for their particular positions.

NLCTA's performance improvement plan will place an employee on an Improvement Necessary status. If, after 60-90 days, an employee has not shown improvement, discussion will be made to determine the employee's future employment with NLCTA. All certified/classified employees are "at-will" and at any time may resign or be terminated without advanced notice.

## **ORIENTATION**

The work performed by a certified/classified employee is ultimately for the purpose of serving the students of NLCTA. Certified/classified employees have a valuable role in making NLCTA an effective and efficient organization that educates and serves our students.

When first reporting to a work assignment your supervisor will explain the following conditions:

- The expected work including lunch and break periods.
- Procedures for signing in and out. How, when and to whom to report absences.
- Specific job duties and responsibilities. What is expected in your assignment? Who will answer any questions that may arise?
- Regulations about parking, access to buildings and rooms, procedures for use of equipment and obtaining supplies.
- Availability of on-site facilities such as restrooms /lounges, food service and dining facilities, and any other special rules and procedures.

## **EXPECTATIONS AND GUIDELINES**

- Employees will always be prompt both in reporting for work and in completing assigned tasks. If an emergency makes it necessary to be late to work or leave early from work, notification of a supervisor or other designated person should take place as soon as possible.
- It is critical to establish a good attendance record. Employees should only be absent from work when it is absolutely necessary or for a pre-planned absence.
- Courtesy and cooperation are two basic elements of success with all jobs with New Leaf Career Tech Academy. Employees should always be courteous and cooperative with the public, co-workers, students, and parents.
- Open lines of communication will be maintained. If any instructions given by a supervisor are not clear, the employee must ask for further explanation to clear up any uncertainty.
- Be as clear and concise as possible when explaining matters to students, staff and the public.

- Keep all school business confidential. While many things that happen at the school are a matter of public record, releasing information about them is the responsibility of specific offices and individuals. Refer any unusual requests for information to the appropriate authority.
- Dress appropriately for the type of work assigned. Maintain a well-groomed, clean, neat, and business-like appearance at all times. Remember, each employee is representing the NLCTA to students, parents, and the public.

## **ETHICS**

It is critical that all NLCTA employees strive for excellence in the public service provided. Consequently, as an employee of NLCTA, he/she is expected to conduct interactions fairly, honestly, and with the highest integrity. This means treating students, coworkers, parents, and the public with respect and in a manner that is exactly the way that any person would want to be treated. This also means being respectful of the School's resources and property. Recognizing that each of us plays a critical role in student success, striving for excellence is not only a responsibility that all School employees share, but a personal commitment.

## **CHANGE OF ADDRESS AND TELEPHONE NUMBER**

Promptly report any change of address or telephone number to the administrative assistant.

## **INFORMATION PROTECTION AND CONFIDENTIALITY**

It is the policy of New Leaf Career Tech Academy to protect sensitive information. Every employee of the School must ensure the proper protection of information, either in paper or electronic form. An employee is not to take sensitive records home or leave them lying unprotected in the open, such as on a desk, where they can be accessed. An employee is not to convert sensitive information into an electronic format and send it unprotected through email or over the Internet.

## **INTERNET ACCESS**

Access to the Internet and World Wide Web is given principally for work-related activities or approved educational / training activities. This privilege should not be abused and must not affect a user's performance of employment-related activities.

## **EMAIL**

Email is a crucial communication tool for NLCTA. All NLCTA employees will be assigned a corporation email address. If unsure as to whether that assignment has been made, please contact the administrative. The email system is the property of the NLCTA. All emails are archived on the server in accordance with the records retention



policy and all emails are subject for review by NLCTA. All employees must sign an Acceptable Use Policy for using NLCTA technology. There can be no expectation for privacy in any NLCTA email as the emails are by law a public record.

## **TECHNOLOGY USE POLICY**

All employees are expected to use NLCTA technology. The Corporation's email and Internet system is the property of the School. By accessing the Internet, Intranet and electronic mail services, an employee acknowledges that the School by itself or through its Internet Service Provider may monitor, log, and gather statistics on employee Internet activity and examine all individual connections and communications.

In all circumstances, use of Internet access and email systems must be consistent with the law and School policies. Violation of this policy is a serious offense.

This policy is incorporated as part of the terms of employment with the School. Subject to the requirements of law, violation of this policy may result in a range of sanctions from restriction of access to electronic communication facilities, to disciplinary action, including dismissal.

The Board designates the administrator(s) as responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet/Intranet for instructional purposes.

## **PERSONAL COMMUNICATION DEVICES**

Personal cell phones, NLCTA telephones in schools and offices, and other personal communication devices are to be used only for official business with the exception of a personal emergency, in which conversations must be kept as brief as possible. Outgoing personal calls should be made on your personal cell phone or a public telephone during lunch and break periods so that they will not interfere with work. Personal business including the handling of personal mail, e-mail, and telephone calls should be completed outside of working hours.

## **SOCIAL MEDIA**

Facebook, Twitter, and other social media have become very popular and are even used for business purposes. During working time, NLCTA employees should not be on social media sites and should never post messages during work time. Adults should not "friend" students who are not related or with whom they have no supervisory role.

## **TOBACCO USE**

In order to provide a safe and comfortable working environment, all types of tobacco use is strictly prohibited at all times inside all NLCTA buildings, personal and NLCTA vehicles, and on NLCTA grounds.

All employees are expected to remind violators of the policy.

## **SUBSTANCE ABUSE POLICY**

The School recognizes alcohol and drug abuse as potential health, safety and security problems. The School expects all employees to assist in maintaining a work environment free from the effects of alcohol, drugs or other intoxicating substances. Compliance with this substance abuse policy is a condition of employment, and violations of the policy may lead to discipline and/or discharge.

All employees are prohibited from engaging in the unlawful manufacture, possession, use, distribution or purchase of illicit drugs, alcohol or other intoxicants, as well as the misuse of prescription drugs on NLCTA premises at any time and place during working hours. While NLCTA does not control behavior off the premises on the employee's own time, all employees are encouraged to behave responsibly and appropriately at all times. All employees are required to report to their jobs in appropriate mental and physical condition, ready to work.

Substance abuse is an illness that can be treated. Employees who have an alcohol or drug abuse problem are encouraged to seek appropriate professional assistance. An employee may contact Human Resources for assistance in seeking help to address substance abuse. Human Resources can also help determine coverage available under the Corporation's medical insurance plan.

When work performance is impaired, admission to or use of a treatment or other program does not preclude appropriate action by NLCTA. Any violator of this substance abuse policy will be subject to disciplinary action up to and including termination of employment.

## **ACCIDENTS AND SAFETY**

All injuries to students, employees, or guests that occur on NLCTA property must be reported to the building principal or his/her immediate supervisor, no matter how trivial they seem. Employees should be alert to safety hazards, the presence of strangers, and other unusual or suspicious situations and immediately report to the proper authority any incidents in which an accident is witnessed or a personal injury occurs. The injured employee, visitor, or the staff member responsible for an injured student shall complete a form (available in the office of the building principal), that includes the date, time, and place of the incident; the names of persons involved; the nature of the injury to the extent that it is known; and a description of all relevant circumstances.

## **NOTIFICATION OF ABSENCES**

It is extremely important that all employees notify the supervisor or designated person as soon as possible of any anticipated absences so that, if necessary, alternate arrangements can be made. An absent employee must report his/her absence before the start of the employee's workday or as soon as practical given the nature of the absence. All employees will be required to use the electronic leave system to report days missed. Also, supervisors will inform employees of the procedure for reporting absences at an assigned location, as procedures may vary.

## **ATTENDANCE**

The daily physical and mental contribution of each employee is critical, and the efforts of each and every employee are needed to help NLCTA reach its goals. Unnecessary absenteeism results in reduced productivity, loss of service, and significant cost to NLCTA. It is the employee's responsibility to ensure that all employees clearly understand the expectations for performing job duties and how attendance impacts job performance, and that all employees are given a fair opportunity to succeed. Specifically:

- Employees are expected to be at their work area on time.
- Employees are expected to work the number of hours assigned.
- Employees are expected to comply with rules regarding reporting and documentation of absences.
- Supervisors and/or designated individuals will provide feedback, monitor attendance, and maintain attendance records.

Illness and personal leave benefits are provided to ease the financial burden on employees, who may be required to be absent from duty due to legitimate illness, injury, or personal necessity. Employees who use illness and personal leave for unauthorized reasons are in violation of NLCTA policy. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination. This policy ensures that fellow employees do not unfairly bear the burden of the workload of those who inappropriately use illness or personal leave. When NLCTA's employees succeed, NLCTA's students succeed.

## **ATTENDANCE POLICY**

*This policy provides guidelines to NLCTA administrators for monitoring the attendance and punctuality of employees. The intent is to promote a high level of attendance through a cooperative relationship between administrators and staff. Employees are expected to be at work whenever possible.*

- *This policy applies to all NLCTA certified/classified employees and prohibits excessive absenteeism, excessive tardiness and sick leave abuse. NLCTA employment assumes a commitment to regular attendance. Employees are expected to report for duty as scheduled and to notify the designated departmental representative in a timely manner whenever they are unable to do so.*
- *Supervisors will provide a copy of this policy to new employees at the time of hire and will explain to the employee that regular attendance and reporting to work as scheduled are essential for effective department operations.*
- *Employees are responsible for reading and understanding this policy. If an employee does not understand any part of this policy, questions to clarify an understanding should be addressed to the department administrator or the employee's supervisor. This policy will be applied equitably and in conjunction with NLCTA Bylaws and Policies.*
- *Employees are expected to be responsible for scheduling their leave time and for ensuring that they have enough leave time to cover their absences. NLCTA may grant leaves without pay in exceptional circumstances such as the extended illness of an employee or a family member.*

### **Notification of Absence:**

- *Each employee must report an unscheduled absence to the designated departmental representative within the notice period specified. Employees must provide the reason for absence, estimated time of return and type of leave that he/she wishes to use. When the electronic system for reporting absences is available, that system will be used first before phone calls or notes from employees.*
- *Each department will designate the appropriate person(s) to be contacted and will define what is considered to be reasonable notice for its operational needs. This information will then be communicated to the employees of the department.*
- *Failure to comply with notification standards may result in the scheduling of a pre-disciplinary meeting, which may result in discipline up to and including discharge.*
- *Reporting an absence does not guarantee that the absence will be automatically approved. Depending upon the nature of the reason for the absence, the supervisor may require additional verification before deciding if the absence is considered approved.*

### **Review:**

*Administrators will monitor the attendance record of each employee and determine through a review process whether excessive absenteeism, excessive tardiness or sick leave abuse*

exists. A review of an employee's attendance or punctuality may be initiated if any of the following circumstances exist:

- Excessive unscheduled absences of any length in any 12 week period, including for reasons of illness or personal business,
- Tardiness on three (3) occasions within a 12 week period. (Tardiness is defined as failing to report promptly, ready to work, at the scheduled starting time of the shift or taking unauthorized extended rest or meal periods.)
- A pattern of unscheduled absence in conjunction with:
  - Scheduled days off,
  - Legal holidays,
  - Weekends,
  - Same days of the week,
- Requests for un-paid absences,
- The use of unscheduled leave under false pretenses,
- Unscheduled absences:
  - Immediately following discipline,
  - After working overtime,
  - After having a leave request denied,
  - Under any other suspicious circumstance as determined by a department administrator,

Absences approved under the federal Family Medical Leave Act (FMLA) laws may not be used as a basis for discipline.

Absences due to job injury, funeral leave, vacation, holidays or other paid personal leaves will not be included as a basis for discipline. Absences for which employees provide acceptable medical verification of their inability to work shall not be considered as unexcused absences. Note, however, that unexcused absences for which an employee brings in acceptable medical information may still be excessive and subject to possible discipline if the employee has no leave time to cover the absence and has exhausted FMLA and contractual leave without pay benefits.

If a review of an employee's attendance is initiated, the administrator will take into consideration any mitigating circumstances before determining that possible excessive absenteeism, excessive tardiness or sick leave abuse exists. Discipline is NOT to be automatically applied until the following procedure is followed.

The administrator may arrange for a pre-disciplinary meeting with the employee whose record is being reviewed. The attendance or tardiness record is to be discussed with the employee in an attempt to determine if there is a mitigating reason for the poor record or possible abuse. The administrator will make a good faith effort to work with the employee to resolve whatever circumstances are adversely affecting the attendance record.

### ***Progressive Discipline:***

*If, after the pre-disciplinary meeting, the administrator determines that a violation of work rules exists and that discipline is appropriate, progressive discipline is to be applied. Typical progressive discipline includes the following steps:*

- *1st violation - written reprimand*
- *2nd violation - one day suspension without pay*
- *3rd violation - three day suspension without pay*
- *4th violation - termination*

*These progressive steps will be taken in the order listed in all cases except where the administrator determines that a violation is serious enough to warrant a higher level of discipline. Examples of serious violations include: no-call/no-show or leaving work without authorization. No-call/no-show for three consecutive days or more will result in the scheduling of a pre-disciplinary meeting and may result in discharge without prior discipline.*

### **EQUAL EMPLOYMENT OPPORTUNITIES**

NLCTA is an equal opportunity employer and makes all employment decisions without regard to race, color, age, religion, sex, disability or national origin. This policy applies to all terms and conditions of employment, including but not limited to: hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, benefits, compensation, and training. NLCTA seeks to comply with all applicable federal, state and local laws related to discrimination.

NLCTA makes decisions concerning employment based strictly on an individual's qualifications and ability to perform the job under consideration, the comparative qualifications and abilities of other applicants or employees, and the individual's past performance within the organization.

If an employment decision has been made that does not conform with NLCTA's commitment to equal opportunity, the violation should promptly be reported to Human Resources. The complaint will be thoroughly investigated. There will be no retaliation against any employee who files a complaint in good faith, even if the result of the investigation produces insufficient evidence to support the complaint.

### **AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) prohibits discrimination against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, fringe benefits, job training and other terms, conditions and privileges of employment. The ADA does not alter NLCTA's right to hire the best-qualified applicant, but it does prohibit discrimination against a qualified applicant or employee because of his or her disability, or because of a perceived disability. Most, if not all states now have similar statutes prohibiting discrimination



against the disabled. As a matter of corporation policy, NLCTA prohibits discrimination of any kind against people with disabilities.

### **Disabled Defined**

An applicant or employee is considered disabled if he or she (1) actually has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record or history of such an impairment or (3) is regarded or perceived (correctly or incorrectly) as having such impairment.

A qualified employee or applicant with a disability is an individual who satisfies the skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of that position.

### **Reasonable Accommodation**

Qualified applicants or employees who are disabled should request reasonable accommodation from NLCTA in order to allow the employee to perform a particular job. Any employee who is disabled and would like such reasonable accommodation should contact Human Resources. On receipt of a request, a meeting will take place to discuss the disability. Further information from health care provider(s) regarding the nature of the disability and the nature of limitations and/or other steps necessary to help determine viable options for reasonable accommodation may be necessary. NLCTA will then work with you to determine whether the disability claim can be reasonably accommodated. If the disability claim can be accommodated, alternatives will be explored and an effort made to implement a mutually agreeable accommodation. Reasonable accommodation may take many forms and it will vary from one employee to another. Accommodation that will impose undue hardship on NLCTA is not considered reasonable.

## **WORKPLACE HARRASSMENT**

NLCTA is committed to providing a work environment that provides employees equality, respect and dignity. In keeping with this commitment, NLCTA has adopted a policy of "zero tolerance" with regard to employee harassment. Harassment of any other person, including, without limitation, fellow employees, visitors, parents or students, whether at work or outside of work, is grounds for immediate termination. NLCTA will make every reasonable effort to ensure that its entire community is familiar with this policy and that all employees are aware that every complaint received will be investigated and resolved appropriately.

### **Sexual Harassment**

Sexual harassment is prohibited by federal, state and local laws, and applies equally to men and women. It is defined as any unwelcome sexual advance, request for sexual favor(s), or other verbal or physical conduct of a sexual nature when (1) submission to the conduct is made either explicitly or implicitly a term or condition of an employee's employment; (2) submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

If a person has been subjected to harassment or if a person has witnessed any form of harassment, an appropriate manager, supervisor or Human Resources should be contacted immediately. An allegation against a direct supervisor should be filed with Human Resources. All complaints will be immediately and thoroughly investigated in a professional manner. There will be no retaliation against any employee who files a complaint in good faith or who assists in providing information relevant to a claim of harassment, even if the investigation produces insufficient evidence to support the complaint. If it is determined that inappropriate conduct has occurred, NLCTA will act promptly to eliminate the offending conduct, and we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination of employment, and may include such other forms of disciplinary action, as deemed appropriate under the circumstances and in accordance with applicable law.

To protect the privacy of persons involved, confidentiality will be maintained throughout the investigation process to the extent practicable and appropriate under the circumstances. Investigations may include interviews with the parties involved, and where necessary, individuals who may have observed the alleged conduct or who may have relevant knowledge.

## **II. COMPENSATION**

### **PAYROLL PRACTICES**

Employees are paid semi-monthly, on or about the 5th and the 20th of each month. The first pay (5th of the month) is defined as time actually worked between the 14th and the 28th of the month. The second pay (20th of the month) is defined as time actually worked between the 29<sup>th</sup> and 13<sup>th</sup> of the following month. If the regularly scheduled payroll date falls on a Saturday or Sunday, the School will attempt to disperse paychecks on Friday. When a payroll date falls on a holiday, employees will, when possible, be paid on the last business day before the holiday.

### **SALARY DEDUCTIONS AND WITHHOLDING**

The School will withhold the following from your paycheck:

#### **Taxes**

Federal, state, and local taxes, as required by law, as well as the required FICA (Social Security) and Medicare payments.

#### **Insurance**

Your contribution to health insurance or other insurance premiums for yourself and any eligible family members or to other contributory benefit programs.

#### **Other Deductions**

Other deductions which you authorize, including short-term disability insurance, Flexible Spending Account contributions, United Way and 403(b) contributions.

## **DIRECT DEPOSIT**

All certified/classified employees of NLCTA, which include staff, student employees, part-time and temporary workers are now required to have payroll funds Direct Deposited.

Direct Deposit is a safe, easy and efficient banking method for payroll funds. Direct Deposit is posted electronically to the employee's account showing as available funds on the payroll date.

Employees will stop by Human Resources to complete and sign a direct deposit form. All that is needed is a canceled check or a direct deposit form completed by the employee's bank to start the process.

## **CERTIFIED/CLASSIFIED SALARY RANGES AND STEP INCREASES**

If an employee is new to NLCTA, he/she will usually be paid the amount on the beginning "step" of an established salary range, and will advance, with successful evaluations, in salary steps until the employee reaches the maximum rate for that position.

## **WORKING PERIODS**

The working periods required of certified/classified staff members shall be clearly specified to ensure the smooth and regular operation of NLCTA. The principal or supervisor is designated to determine starting times.

## **INCLEMENT WEATHER**

In the event that school is canceled due to inclement weather and certified/classified employees who are on duty are sent home, the employees will receive regular pay for that day. If an employee is sent home before the employee has worked a half-day, the employee will be paid for a half-day. Working past a half-day will result in being paid for the full day.

In the event that school is closed or delayed for any reason and the support employee is not called for work, he/she shall not receive pay during that time. Failure of the School Reach notification system does not require the School to compensate the employee for hours not worked. School employees are reminded to listen to local radio stations or South Bend TV stations where delays and closings are posted, especially when weather conditions warrant.

## **MEDICAL INSURANCE**

It is the policy of the School to offer medical insurance to its full-time employees. A full-time employee is defined as one who works an average of at least three (3) hours per day, five (5) days per week.

## WAITING PERIOD

Insurance benefits must be delayed for ninety (90) days after the hire date for all Probationary employees (Building Logistical Support class). Employees will not be allowed to enroll in any of the corporation offered insurance until the Probationary status has been removed. Once designated a Certified/classified employee, that employee may not enroll in NLCTA insurance programs beyond the open enrollment period unless there is a "qualifying event" or status change (new birth, adoption, death, divorce, etc.) The Principal has the authority to waive the probationary designation in the case of a high demand position that may be critical to fill.

## INSURANCE OPTIONS

NLCTA will endeavor to keep the following insurance packages at the option of the carrier and open to voluntary selection of the employee. Enrollment will be subject to the requirements of the carrier(s) and cost of voluntary selection in addition to NLCTA insurance benefits, if any, shall be the sole responsibility of the employee including any premium increases.

Medical	Section 125
Dental	Long Term Disability (LTD)
Vision	Life/Accidental Death and Dismemberment

NLCTA will implement a Section 125 Plan which allows for insurance costs incurred by the employee to be sheltered from taxes (payroll deducted insurance cost(s) would be deducted from gross salary prior to taxes being deducted). Employees who did not enroll in Section 125 at the time of implementation may enroll during the open enrollment period of the next school year or if a status change occurs within your family.

***Employees should note that if they enroll in***

***Section 125 they may not drop any of the insurance sheltered in this plan until open enrollment of the following year. (This is Federal Law).***

## CONTINUATION OF COVERAGE

Certified/classified staff members enrolled in any of the following corporation insurance(s) (medical, dental, and/or vision) and leaving the corporation due to termination of employment or reduction in hours of employment, have a right to choose continuation coverage through a Federal Act - The Consolidated Omnibus Reconciliation Act of 1986 (C.O.B.R.A.). Employees leaving employment with the School due to gross misconduct would not be eligible for continuation of insurance benefits.

Employees wishing to continue their insurance coverage(s) after leaving employment with the School are required to complete a new application of insurance. C.O.B.R.A. benefits would begin on the first day of the month following the employee's termination. The cost of the insurance would be the sole responsibility of the terminated employee with no contribution

coming from NLCTA. The current rates for the insurance(s) would apply with any subsequent increase or decrease in the cost of the insurance the sole responsibility of the terminated employee. If the employee, through payroll withholdings, had paid ahead on their insurance(s), they would have the opportunity to apply that amount of money to the monthly premium. Employees under these circumstances would need to contact Human Resources in NLCTA's administrative office to work out the details for continuation.

Employees, through C.O.B.R.A., would be able to remain on the insurance for up to eighteen (18) months under certain circumstances. Dependents (if the employee is enrolled in a family plan) would be able to remain on the insurance for up to thirty-six (36) months under certain circumstances. An employee should contact NLCTA Human Resources to get specific information.

### **MEDICAL INSURANCE CONTINUATION AT RETIREMENT**

A certified/classified staff member who has been a member of the group medical insurance plan for the previous and consecutive ten (10) years and has reached the age of fifty-five (55) or who has completed thirty (30) years of service to the School (and is enrolled in the group medical insurance plan at the time of their retirement) will be permitted to retain membership in the group health insurance plan until age sixty-five (65). Participation will be solely at the expense of the certified/classified staff member and the employee will pay the maximum rates as determined by the insurance carrier.

### **UNEMPLOYMENT INSURANCE**

NLCTA pays the cost of unemployment insurance. Should an employee become unemployed, the employee may apply for unemployment insurance at the local Indiana Department of Workforce Development office. Eligibility to receive unemployment compensation is determined by the State of Indiana, not by the School.

### **403(B) PLANS (TAX SHELTERED ANNUITIES)**

As an eligible School employee, employees may participate in a special tax-sheltered savings plan, known as a 403(B) or a Tax-Sheltered Annuity (TSA). 403(B) plans are managed by major insurance companies or regulated investment companies. To participate in a 403(B) savings plan, employees contribute a portion of their pay (through automatic payroll deductions) to an annuity or mutual fund on a pre-tax basis. The money earned through these accounts is not subject to taxes as long as the money remains in the plan. For assistance with tax-sheltered savings plans, NLCTA has obtained the assistance of a certified financial planner.

For contact information of the School's 403(B) plan administrator, please contact the NLCTA's administrative office.

## **WORKER'S COMPENSATION**

To provide for payment of medical expenses and for partial salary continuation in the event of work-related accident or illness, employees are covered by Workers' Compensation Insurance, provided by NLCTA and based on state regulations. The amount of benefits payable, as well as the duration of payments, depends upon the nature of the injury or illness. However, all medical expenses incurred in connection with an on-the-job injury or illness and partial salary payments are paid in accordance with applicable state law. If an employee is injured or becomes ill on the job, the employee must immediately report the injury or illness to a supervisor and Human Resources. This ensures that NLCTA can help obtain appropriate medical treatment. The failure to follow this procedure may result in a workers' compensation report not being filed in accordance with the law, which may delay benefits in connection with the injury or illness. Questions regarding Workers' Compensation Insurance should be directed to Human Resources.

A certified/classified employee injured during the regular performance of his/her assignment (unless the injury is due to the employee's failure to comply with posted safety rules) shall be entitled to worker's compensation.

- A. Employees may elect to collect Workman's Compensation and not effect their sick leave; or,
- B. NLCTA will pay the difference between what an employee receives from Worker's Compensation and their regular pay and will charge the employee one (1) day of sick leave for every three (3) days absent from work.

A certified/classified employee who has incurred a legitimate worker's comp injury shall be entitled to pay for the remainder of the day on which the injury occurs and pay for any subsequent lost time due to that injury. The injury must be certified as necessary by a licensed physician, up to a maximum of five (5) working days.

The five (5) days in question must be either regularly scheduled work days immediately following the day of the injury and/or time lost from work due to required doctor appointments as part of the follow-up care for the treatment of the injury.

These days will not be charged against the employee's accumulated sick bank days or annual days.

All such injuries must be reported immediately to the supervisor and within twenty-four (24) hours to the School's administrative office in order for this section to apply.

## **IV. ANNUAL AND ACCUMULATED SICK DAYS**

### **ANNUAL DAYS**

Annual days are "paid" leave days provided to certified/classified employees at the beginning of each school year. Annual days are provided to ease the financial burden on

employees who are required to be absent from duty due to legitimate illness, injury, or personal necessity. See benefit chart for a listing of annual days by job classification.

### **ACCUMULATED PERSONAL LEAVE DAYS**

At the end of each school year, unused annual days will be rolled into the employee's accumulated sick days at a rate of one and one-half (1 ½ ) times. Accumulated sick days can only be accessed for personal illness after the first one-half of the employee's annual days have been used.

## **II. LEAVES OF ABSENCE**

Uncompensated leave is not permitted when "paid" days are available for staff member use.

Accumulated leave days **may** be used for doctor or dentist visits scheduled for treatment of an **acute** or **chronic** condition; accumulated sick bank leave days **may not** be used for **routine** doctor or dentist visits unless prior approval is given by the Principal.

All absence must be taken in full or one-half units. Exception: Less than four (4) hour assignment must be full unit.

The first one-half (.5) of the employee's annual days will be used first. Successive absence for the support staff member's personal illness will be deducted from any accumulated sick leave.

If the staff member has no accumulated bank leave, the balance of the annual allotment shall be used.



## PERSONAL LEAVE

Personal Leave may be used for the following:

- Medical and dental appointments for self or family members
- A personal illness or that of a member in the immediate family
- Personal business that cannot be tended to outside of work hours

An employee is not required to give any specific reason for using personal/sick time. However when possible, employees should give the immediate supervisor as much advance notice as possible.

## BEREAVEMENT LEAVE

Certified/classified employees are allowed up to five (5) days of absence at full pay in case of the death of a member of their immediate family. For Leave purposes, the immediate family of a support staff member is defined as the father, mother, son, daughter, husband, wife, father-in-law, mother-in-law, or any other relative of the support staff member as appointed guardian by the court. "Step" relationships will be approved by the Principal or his/her designee on a case by case basis.

Certified/classified employees are allowed up to three (3) days of absence at full pay in case of the death of a member of the extended family. In this section, the extended family of a support staff member is defined as the brother or sister.

Certified/classified employees are allowed up to one (1) day of absence at full pay in case of the death of a member of the greater extended family. In this section, the greater extended family of a support staff member is defined as the grandmother, grandfather, brother-in-law, sister-in-law, aunt and uncle.

## FAMILY MEDICAL LEAVE

### Basic Leave Entitlement

FMLA (Family Medical Leave Act) requires covered employers to provide up to 12 rolling weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

## **Military Family Leave Entitlements**

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying events. Qualifying events may include attending certain military activities, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

## **Eligibility Requirements**

Employees are eligible for FMLA leave if the employee has worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

## **Definition of Serious Health Condition**

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

## **Use of Leave**

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

## **Substitution of Paid Leave for Unpaid Leave**

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

## **Employee Responsibilities**

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions; the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide certification and periodic recertification supporting the need for leave.

### **Employer Responsibilities**

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

## **CIVIC DUTY LEAVE**

### **Jury Duty**

NLCTA encourages employees to fulfill their civic duties. To that end, employees will be allowed leave to serve on a jury, if summoned. NLCTA requires that an employee provide a copy of the summons notice as soon as it is received so that it may be kept on file. If an employee is called during a particularly busy period, NLCTA asks that the employee request a postponement. NLCTA will provide additional documentation in this regard, if necessary, to obtain such postponement.

Jury duty can last from several days to several months or more. During this time an employee will be considered on a leave of absence and will be entitled to continue to participate in insurance and other benefits as if working. While serving on jury duty, an employee is expected to call in to supervisor periodically to keep the supervisor apprised of absence status.

NLCTA will compensate full-time employees for the difference between jury duty compensation and your current daily pay.

### **Voting**

NLCTA encourages all employees to vote. Most polling facilities for elections for public office are scheduled to accommodate working voters. NLCTA therefore, requests that employees schedule their voting for before or after their work shift.

### **III. VACATION AND HOLIDAYS**

#### **VACATION**

The following administrative guidelines should be followed for paid vacation time.

- Certified/classified employees on 12-month assignments, other than certain administrative positions, earn (5 days) after 1 year of service with NLCTA.
- Certified/classified employees on 12-month assignments, other than certain administrative positions, earn (10 days) after 3 years of service with NLCTA.
- Certified/classified employees on 12-month assignments, other than certain administrative positions, earn (15 days) after 10 years of service with NLCTA.

Most certified/classified employees working less than 12 months per year do not receive paid vacation time.

Summer school work/assignment will not be used as a basis for an increase in vacation allowance.

Compensatory time will not be used as the basis for an increase in the vacation allowances.

Requests for the use of vacation allowance must be approved, in advance, by the immediate supervisor of the staff member requesting such vacation.

Vacations must be taken within one (1) year of the time earned, no roll-overs.

Vacations will be granted only at times of the year when they will not interfere with the normal operation of the school - but in no case may more than one (1) week vacation be granted while students are in attendance at school without the approval of the Principal.

The immediate supervisor shall approve such request only if the absence will not interfere with the normal work schedule of NLCTA.

A staff member who anticipates termination may take unused vacation prior to the termination date with approval of the Principal.

Unused vacation will be paid in full to a retiring certified/classified staff member or to the estate of a deceased certified/classified staff member.

Unused vacation, upon separation from employment, will be paid at the staff member's current rate of pay.

## HOLIDAYS

Paid holidays are an added benefit. To qualify for holiday pay, you must be a regular employee in **paid status** on the scheduled work day immediately **preceding** and **following** the holiday. Refer to the benefit chart for holiday benefits.

All certified/classified staff working and on duty in twelve (12) month positions will be subject to the following holiday schedule:

### If the July 4th Holiday Falls On

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

### These Days Shall be Observed

Monday  
Monday  
Monday & Tuesday  
Wednesday  
Thursday & Friday  
Friday  
Friday

### If the Christmas Day/New Year's Day Falls On

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

### These Days Shall be Observed

Monday  
Monday  
Monday & Tuesday  
1/2 day Tuesday & Wednesday  
1/2 day Wednesday/Thursday/Friday  
1/2 day Thursday & Friday  
Friday

## **VII USEFUL TELEPHONE NUMBERS AND ADDRESSES**

**(TBD)**

## **VIII "AT WILL" EMPLOYMENT DISCLAIMER**

In consideration of my employment, I agree to conform to the employment policies of the New Leaf Career Tech Academy. I agree that my employment is "at will," is not to be for any specific duration, and that I may resign or be terminated at any time without advance notice or cause or the need of me or the corporation to follow any particular procedure. I also agree that my employment is not subject to any express, implied, or oral contract or promise and that the corporations employee handbook and personnel related documents as they now exist or may be issued or revised in the future, are not to be regarded as such by me.

Employee's Signature: \_\_\_\_\_

Employee's Name Printed: \_\_\_\_\_

Date Signed: \_\_\_\_\_



## **Attachment 11**

# **History of the Educational Management Organization**

The New Leaf Organization is a locally owned and operated EMO (Education Management Organization) whose mission is to play a major role in the revitalization of Northwest Indiana.

The purpose of the New Leaf Organization is to revitalize the local urban areas through education. With our expertise in academic curriculum alignment, data driven instruction, and integration of technology into instruction we will be able to give scholars vital skills to compete in a global society. Our goal is to create partnerships with local businesses and organizations within the Northwest Indiana region to work jointly with us to revitalize the educational and economic needs of this area. With these partnerships, we will be able to create internships and offer career and college readiness for the citizens of this area. This type of human capital investment will create a sustainable workforce for this area, other U.S. markets, and globally.

New Leaf Career Tech Academy will be the first charter school it will service as an EMO. Prior to its existence, the members of the organization have experience with schools on State probation. These schools were very close to being taken over by the Indiana Department of Education (IDOE).

Through implementing initiatives such as a freshmen academy, a revised curriculum map, an interim assessment data driven instructional program and building wide staff evaluations based on best practices and student achievement, among many other initiatives including transitioning to a new instructional model, Those school were successfully led off of State probation in two (2) and a half years thus avoiding IDOE intervention and State takeover.

The current board is Sasho Dojcinovski; President, Winter Dojcinovski; Secretary, Ken Edwards; Vice President, and Pastor Stephen K. Munsey; Treasurer.

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## **Attachment 12**

### **Criminal History Background Checks**



KAREN FREEMAN-WILSON  
Mayor

**City of Gary  
POLICE DEPARTMENT**

555 Polk Street · Gary, Indiana 46402  
Phone: (219) 881-1201 / Fax: (219) 881-1259



LARRY MCKINLEY  
Chief of Police

THOMAS PAPADAKIS  
Deputy Chief of Police

**Bureau of Identification  
555 Polk Street  
Gary, IN 46404**

Dear Sir/Madam:

Per your request, a criminal history check on the below named individual revealed the following information:

Name of Subject: DAVID Goshay

**Subject was arrested on:**

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

**NO RECORD**

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

☒ Our files do not contain dispositions on any charge listed for the above named subject.  
You may contact the Gary City Clerk's Office at (219) 881-1263, for further assistance.

For Dispositions reported, you may contact the Gary City Clerk's Office for a certified hard copy.

For Dispositions on any listed (PC) Charge, contact the Lake County Sheriff's Bureau of Identification at (219) 755-3316.

***Thank You for visiting the Gary Police Department***

Submitted by: Seola Crawford Date: 9-22-14



KAREN FREEMAN-WILSON  
Mayor

**City of Gary**  
**POLICE DEPARTMENT**  
555 Polk Street · Gary, Indiana 46402  
Phone: (219) 881-1201 / Fax: (219) 881-1259



LARRY MCKINLEY  
Chief of Police

THOMAS PAPADAKIS  
Deputy Chief of Police

**Bureau of Identification**  
**555 Polk Street**  
**Gary, IN 46404**

Dear Sir/Madam:

Per your request, a criminal history check on the below named individual revealed the following information:

Name of Subject: Irvin Joseph Minor IV

**Subject was arrested on:**

**Date:** \_\_\_\_\_ **Charge:** \_\_\_\_\_ **Disposition:** \_\_\_\_\_

**NO RECORD**

**Date:** \_\_\_\_\_ **Charge:** \_\_\_\_\_ **Disposition:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Charge:** \_\_\_\_\_ **Disposition:** \_\_\_\_\_

✓ Our files do not contain dispositions on any charge listed for the above named subject. You may contact the Gary City Clerk's Office at (219) 881-1263, for further assistance.

\_\_\_\_\_ For Dispositions reported, you may contact the Gary City Clerk's Office for a certified hard copy.

\_\_\_\_\_ For Dispositions on any listed (PC) Charge, contact the Lake County Sheriff's Bureau of Identification at (219) 755-3316.

***Thank You for visiting the Gary Police Department***

Submitted by: Seola Crawford Date: 9-22-14

**Irvin Minor Bio:**

I am Irvin Joseph Minor, I am 34 years old, born and raised in northwest Indiana. I currently the Hospitality Director of Chick-fil-A Merrillville I have completed my bachelor of business degree in 2005 from Indiana Institute of Technology and currently completing my MSM (Master of Science Management) degree in which will be completed this fall.

# Irvin Joseph Minor IV

4870 Jefferson ST.\* Gary, IN 46408

Home: (219) 980-8428 \* Cell: (219) 730-9606

[Blessedman807@gmail.com](mailto:Blessedman807@gmail.com)

## OBJECTIVE

To secure a challenging position in management

## PROFESSIONAL EXPERIENCE

October 2011-Present

Director of Hospitality

**Chick-fil-A \* Merrillville, IN**

- Responsible for maintaining cleanliness of restaurant
- Maintaining and stocking restaurant condiments items
- Meet and greet restaurant guest
- 2nd Mile Service
- Team member building exercises
- Overseeing the effectiveness of team members

Office Manager/IT Specialist

April 2008-September 2011

**KRE & Associates, Inc. c/o Ahead of the Class Services, \* Gary, IN**

- Managed employees productiveness
- Responsible for data entry and analyzing reports
- Oversee the maintenance and support of At computer software
- Generating reports and invoice
- Kept up with Inventory log

Materials Control Specialist

August 2005- August 2007

**Point Imaging \* Hobart, IN**

- Maintained TQ system to operate daily orders as well as noting accounts
- Maintain and monitor all inventory levels of stock materials
- Inventory control inbound/outbound shipments
- Perform materials control requests within client orders
- Execute work based on system priority
- Overseer of Menards Store Account

Assistant Coordinator

August 2000- May 2005

**Indiana Institute of Technology (Campus Books and Print Center) \* Fort Wayne, IN**

- Helped prepare books for new bar code system
- Picked & packed shipments to students via scanning system
- Processed inbound shipments from vendors
- Prepared printed documents for facility
- Inventoried Merchandise
- Logistics Knowledge
- Project Manager for paper delivery system



## EDUCATION

Indiana Institute of Technology  
1600 E. Washington Blvd.  
Fort Wayne, IN 46803  
(260) 422-55661

Bachelor of Science in Business Administration  
Management & Human Resources Concentrations  
Completed: May 2005

Indiana Wesleyan University  
4201 South Washington St.  
Marion, IN 46953  
(765) 674-6901

Master of Science Management  
(Will be completed in 2014)

## AFFILIATIONS

- Sigma Phi Epsilon Fraternity: Vice President of Member Development (2002) \* Chapter Secretary (2001)
- Student Ambassador for Indiana Institute of Technology: Vice President (2001-2002)
- Student Government for Indiana Institute of Technology: Event Coordinator (2003-2004)
- Community Projects: Habit for Humanity \* Adopt-A-Highway \* Meals on Wheels
- Actively involved in Church community outreach programs

## REFERENCES

- Mr. Kenneth R. Edwards \* President/CEO \* KRE & Associates, Inc. \* (219) 938-6739
- Mr. Sasho Dojcinovski \* East Chicago Central High School Instructor \* (219) 670-6201
- Mr. Tyler Carter \* Franchise Owner/ Operator of Chick-fil-A Merrillville \* (219) 769-6810



KAREN FREEMAN-WILSON  
Mayor

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LARRY MCKINLEY  
Chief of Police

THOMAS PAPADAKIS  
Deputy Chief of Police

**Bureau of Identification**  
**555 Polk Street**  
**Gary, IN 46404**

Dear Sir/Madam:

Per your request, a criminal history check on the below named individual revealed the following information:

Name of Subject: Nora Glenn

**Subject was arrested on:**

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

**NO RECORD**

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

Date: \_\_\_\_\_ Charge: \_\_\_\_\_ Disposition: \_\_\_\_\_

Our files do not contain dispositions on any charge listed for the above named subject. You may contact the Gary City Clerk's Office at (219) 881-1263, for further assistance.

For Dispositions reported, you may contact the Gary City Clerk's Office for a certified hard copy.

For Dispositions on any listed (PC) Charge, contact the Lake County Sheriff's Bureau of Identification at (219) 755-3316.

***Thank You for visiting the Gary Police Department***

Submitted by: Seah Crayford Date: 9-22-14

## **Nora Glenn Bio:**

I was born, raised and currently live in Gary, IN.

I attended Andrean High School, which is now in Merrillville, IN.

After graduating from Andrean, I attended IU Bloomington for my first two years and have a minor in psychology.

I transferred to Valparaiso University and graduated with a B.A. in English education.

Immediately after graduating midterm at Valpo, I began teaching English at Kankakee Valley High School in Wheatfield, IN. I was there for five years.

I decided to take some time away from teaching and worked in marketing and advertising in NWIN and Chicago. I almost completed my MSBA from IUN during this time.

I became interested in my community and in education after we had our daughter, Maggie, who's a sophomore at Columbia College Chicago now.

I renewed my license and came back to work at Portage Adult Education on 9/11/01. (It is now called NEO.) I taught English as a second language predominantly, but I also worked with adults on GED preparation and literacy.

This job really renewed my interest in teaching, and I became very involved and successful. I ended up running the alternative program and worked mostly with teenagers.

I started working at the Gary Community School Corp. in 2007. I taught English 10 at West Side for two years, and then I taught two years at Banneker Middle School. (My license is 7-12 English/psychology.) While I was at Banneker, my eighth graders placed in the top five schools who passed their English 8 ISTEP. This included all schools in both Lake and Porter Counties! My last year in Gary was at Wirt-Emerson where I taught seventh-grade English. I was laid-off because of a lack of seniority.

Throughout my second phase of teaching, I have been professionalizing by attending workshops and renewing my license. I have accumulated 40 graduate credit hours at IU Northwest and PU Calumet. My GPA is the highest it has ever been. My latest six-hour course at Purdue Calumet was NWIN Writers Workshop, and now I am a writing specialist.

This is my second year at Gary Middle College, and I am thoroughly enjoying myself. My students are achieving great goals. I appreciate the team effort that exists at the school. All ideas are considered.

I get very involved with my students and my community. My students are my community, and we work together to make Gary, IN a special place again.

Nora Glenn, English teacher  
Gary Middle College  
556 Washington St.  
Gary, IN 46402  
219-888-7120

**Attachment 13**  
**General Information Sheet**  
**Statement of Interest**  
**Assurance**

**A. General Information Sheet**

Name of Proposed School: New Leaf Career Tech Academy

Organizer: David Goshay  
(person or group whose name appears on the IRS 501c3 not-for-profit certification)

Address: P.O. Box 2323

City, State, Zip: Gary Indiana, 46409

Telephone Number: Day: ( ) 219-427-3762 Evening: ( )

Fax: ( ) Other: ( )

E-mail Address: dgoshay2@gmail.com

Contact Person (if Organizer is a group):

Address:

City, State, Zip:

Telephone Number: Day: ( ) Evening: ( )

Fax: ( ) Other: ( )

E-mail Address:

Brief Description of Proposed School (for media distribution): New Leaf Career Tech Academy will provide a nontraditional 21st Century Education that would allow at-risk students to successfully compete in a global marketplace.

Address of Proposed School: TBD ( currently negotiating for space in Gary Career Center)

Local School District (where school will be located): Gary Public Schools

Grades Served: 9 - 12

Date Organizer Plans to Begin Operation: No later than September 2, 2016  
(operation begins when employees begin on school payroll)

Date School Plans to Begin Instruction: No later than September 2, 2016  
(students' first day of school)

If the services of an Educational Management Organization (EMO) will be used, indicate the name of the EMO:

New Leaf Organization

Has or will the Organizer, file(d) a Proposal to Charter this school with other sponsors?

Y or ☒ N

If yes, please list the sponsors:

**Statement of Interest  
to Apply for a Charter**

Office of Charter Schools  
Ball State University  
Teachers College – TC-910  
Muncie, IN 47306

The undersigned individual/organization is considering submitting a proposal to establish a charter school. We wish to participate in all forums and receive all information provided to potential organizers by Ball State University's Office of Charter Schools.

**1. Primary / Secondary Contact Information of Organizer**

Lead Applicant Name	<u>David Goshay</u>		
Mailing Address	<u>P.O. Box 2323</u>		
City	<u>Gary</u>	Zip Code	<u>46409</u>
E-Mail Address	<u>dgoshay2@gmail.com</u>		
Primary Phone #	<u>219-427-3762</u>		
Secondary Phone #	<u></u>		
Lead Applicant Media Contact Phone #	<u></u>		

*Note: This document is considered public record, and all contact information listed in this document is available to the public.*

**2. Mission Statement**

The Mission of New Leaf Career Tech Academy (NLCTA) is to provide a nontraditional 21st Century Education that would allow at-risk students to successfully compete in a global marketplace. Their educational experiences would include exposure to the latest technology as well as career and collegiate pathway choices.

**3. Statement of Inquiry (Why are you choosing to seek a charter?)**

We are choosing to seek a charter because the City of Gary needs a program like this to help improve the quality of life for its citizens through education.

**4. Proposed Name and Location of Charter School (a specific address is not required) and School District**

Currently, we are negotiating with Gary Public School to utilize a section of the the Gary Career Center.

**5. Grade levels and number of students to be served**

	School Year	Grades Served	Projected Total Enrollment
Year 1	2016	9-12	200
Year 5	2021	9-12	280

**6. Schools serving one or more of the proposed grades that are situated near the proposed location (please list both public and private schools)**

Currently, no schools are servicing the proposed grades near the location.



7. **Since charter schools are schools of choice, describe what would motivate parents and/or students to choose your proposed school.**

This charter school will be designed as an opportunity for students that are in jeopardy of not graduating high school and for those who have been expelled or dropped out previously. Our program will also offer these students the opportunity to choose a college or career pathway of they want to work towards while getting their high school diploma. It gives this particular population of student's the opportunity to improve their quality of life and avoid a path towards incarceration

8. **Identified community support and partnerships**

Gary Area Career Center

9. **Contact Information for the members of the founding group and, if applicable, name of educational management organization (EMO), charter management organization (CMO) or educational service provider (ESP) and its representative(s) (business or work addresses are acceptable).**

Name

David Goshay

Mailing Address

P.O. Box 2323

City

Gary

Zip Code 46409

E-Mail Address

dgoshay2@gmail.com

Primary Phone #

219-427-3762

Name Irvin J. Minor  
Mailing Address 4870 Jefferson Street  
City Gary, IN Zip Code 46408  
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Mailing Address 938 Oak Street  
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E-Mail Address noraglen@threedognet.com  
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Name \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
City \_\_\_\_\_ Zip Code \_\_\_\_\_  
E-Mail Address \_\_\_\_\_  
Primary Phone # \_\_\_\_\_

Name \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
City \_\_\_\_\_ Zip Code \_\_\_\_\_  
E-Mail Address \_\_\_\_\_  
Primary Phone # \_\_\_\_\_

Name \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
City \_\_\_\_\_ Zip Code \_\_\_\_\_  
E-Mail Address \_\_\_\_\_  
Primary Phone # \_\_\_\_\_

EMO/CMO/ESP (if applicable)	<u>New Leaf Organization</u>		
EMO/CMO/ESP Contact	<u>Sasho Dojcinovski</u>		
Mailing Address	<u>430 South Lake Street</u>		
City	<u>Gary, IN</u>	Zip Code	<u>46403</u>
E-Mail Address	<u>sdojcinovski@icloud.com</u>		
Primary Phone #	<u>219-670-6201</u>		

**10. Educational philosophy and desired educational methodologies (e.g., educational programs)**

New Leaf Career Tech Academy implements a flex model of blended learning that incorporates small group instruction, targeted interventions based on skill level, cooperative team learning, and individualized enrichment. This flex model allows students more flexibility through differentiated learning modalities with the ultimate goal of optimizing learning experiences based on students' individual needs. Each student has a customized and fluid schedule among different cohorts based on skill level rather than a traditional grade level. Each teacher is paired with an instructional coach to form a team that analyzes results from the TABE, Acuity NWEA, and ASVAB tests to place students in appropriate cohorts and raise each groups' skill level accordingly. Students receive their scores and are able to track their own progress which reinforces a sense of ownership of each student's own personal educational outcomes. Skill building and remediation all take place under the direct instruction of the teacher/instructional coach team and progress is monitored quarterly.

**11. Description of the unique characteristics the charter school will offer as an educational option different from other options in the community**

We will serve at risk students that have dropped out of a non traditional high school with no age limit. The structure of New Leaf Career Tech Academy is centered on learning labs open twelve hours (8 a.m. to 8 p.m.) daily in which students are required to attend a minimum of four hours to fulfill the daily attendance requirement, but all students are encouraged to stay as long as possible. Within the open lab structure are specified direct instruction times that the teacher and instructional coach remediate and enrich students within the blended learning model. New Leaf Career Tech Academy has a small, intimate setting where students are working with the same teacher/instructional coach team for more than enough time to earnestly and methodically implement differentiated instruction.

12. Fiscal (5 year budget summary template)

BSU						OCS	
1/31/11						Operating Budget	
	Enrollment						
	ADM						
School:	School Name	FY 2014		FY 2015	FY 2016	FY 2017	FY 2018
			% of Total				
	<b>SUPPORT AND REVENUE</b>						
	State and Federal per student income						
	Grants						
	Program service fees						
	Contributions						
	Indiana Common School Loan Fund						
	Interest/Other Income						
	Total Support and Revenue						
	<b>EXPENSES</b>						
	Salaries and benefits						
	Occupancy Costs						
	Supplies and Materials						
	Purchased Services						
	Other						
	Total Expenses						
	Net Excess/(Deficit)						

See Attached Budget

David Goshay  
Signature

September 23, 2014  
Date

## B. Assurance and Signature(s)

As the Organizer(s) of this charter school, I (we) submit the attached Preliminary Proposal to Charter.

We have reviewed the Indiana Charter Law (IC 20-24) in detail and have based the responses in this Preliminary Proposal on the current Requirements for a Preliminary Proposal published by Ball State University and the requirements of the Indiana Charter Law. This Preliminary Proposal meets each of the requirements of the Indiana Charter Law and each of the current Requirements for a Preliminary Proposal as published by the University.

We understand that if this document is determined to be incomplete at any time, it may be returned to the Organizing Group without further consideration.

We understand that when submitted to Ball State University, this document will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the laws of Indiana.

We agree that in the event approval is granted by the University for this school to be awarded a charter, its Organizer, board of directors and staff will fully comply with all requirements of the Indiana Charter Law, the Indiana Department of Education, the Indiana State Board of Accounts, and Ball State University.

We agree that if this school plans to contract with an Educational Management Company, the school and the Educational Management Company will adhere to the requirements of the Ball State University Office of Charter Schools: Policy on Contracting with an Educational Management Company (Attorney Opinion Letter).

We have reviewed each of the Office of Charter Schools Policies listed below and agree to meet all of the requirements included in each policy:

- Charter Schools Policy Regarding Organizer Governance and Model Bylaws (Appendix A)
- Policy Regarding Criminal Histories (Appendix B)
- Policy Regarding Conflict of Interest (Appendix C)
- Policy for School Assessment and Intervention (Appendix D)
- Policy on Contracting with Educational Management Organizations (EMO)\* (Appendix E)
- Policy on Leasing From a Religious Organization\* (Section N)

\* If the proposed school does not contract with an Educational Management Organization (EMO) the Organizing Group and Board of Directors are not responsible for meeting the requirements of the EMO Policy. If the proposed school does not lease a facility from a religious organization, the Organizing Group and Board of Directors are not responsible for meeting the terms of the Policy on Leasing from a Religious Organization.

New Leaf Career Tech Academy      September 23, 2014  
Name of Proposed Charter School      Date of Signature

David Goshay      David Goshay  
Signature of Organizer      Name of Organizer

P.O. Box 2323  
Address of Organizer

Gary, IN 46409  
City and State of Organizer