

Office of Charter Schools

REQUEST FOR PROPOSAL

For

iLEAD South Bend

Opening in the 2019- 2020 School Year



PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

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

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

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Name of team or entity applying: iLEAD South Bend

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

Full Name	Current Job Title and Employer	Position with Proposed School
Kelly Dyer	Midwest Development iLEAD Schools	
Monique Meyers	Regional Outreach Coordinators iLEAD Schools	
Kristan Van Houten	Regional Outreach Coordinators iLEAD Schools	
Yolanda Turner-Smith	Project Engineering Manager at UTC- UTAS in Rockford IL	Board Member
Benjamin Thomas	Director of Development at Mosaic Health and Healing Arts	Board Member
Linda Plata	Paralegal Hammerschmidt, Amaral, & Jonas	Volunteer

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

If yes, complete the table below, adding lines as needed.

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes ☒ No

If yes, identify the authorizer(s): Not applicable

Planned submission date(s): Not applicable

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

Authorizer(s): Not applicable

Submission date(s): Not applicable

Provide the name and desired opening year for each school included in this proposal

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment
iLEAD South Bend	2019-2020	South Bend	K-5, 9 th	K-12 th

Model or Focus of Proposed Schools: Blended Learning and Project Based Curriculum

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

☒ Yes ☐ No

If yes, identify the ESP or other partner organization: iLEAD Schools Development, ESP

Proposed Principal / Head of School Information (for all school(s) proposed to open in 2013; add additional lines as needed) if known:

Upon approval of the charter application, appropriate candidates will be interviewed and a School Director will be hired by the Board of Trustees.

Name of proposed Principal Candidate: Unknown at this time

School Enrollment Projection

Provide the following information for **each school** included in this proposal.
Specify the planned year of opening for each (*duplicating the table as needed.*)

School Name: **iLEAD South Bend**

The proposed charter school, iLEAD South Bend will open as a K-5, 9 school with an additional grade level added each year after opening. Eventually this charter school will be a K-12 school by the year 2022/2023.

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2019-2020	175	300	K-5, 9
2020-2021	225	450	K-6, 9-10
2021-2022	300	600	K-7, 9-11
2022-2023	375	750	K-8, 9-12
At Capacity: 2022-2023			

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PROPOSAL NARRATIVE FOR iLEAD SOUTH BEND

School Overview

Core Values Statement:

We are a people of purpose, establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empathy allows for respect and invites an engaging, positive, rich environment. We believe people are natural-born learners. We provide opportunities for discovery and wonder to nurture a lifelong love of learning. Success in our model is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. To support this, teachers will provide academic and social emotional supports that enable them to access rigorous and viable program. Finally, there is a need for project-based and place-based learning that focuses on critical thinking in order to compete in the workforce of the future. We believe we will be educating tomorrow's workforce that, to date, does not exist for all children in the community.

Mission and Vision for Growth in Indiana:

Mission: The mission of iLEAD South Bend is to empower students to become conscientious, compassionate, and responsible citizens of the world. In this process, we will inspire them to become creative thinkers and leaders, with a lifelong love of learning. We will accomplish this by implementing a rigorous curriculum, data driven instruction, differentiated lesson plans, active learning methods and opportunities for self-directed learning. These components of our learning environment enable our students to stand on the premise, free to think, inspired to lead. We will celebrate and foster each child's individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st-century workplace. Our Mission and Vision statements are aligned to Project-Based Learning research and Constructivist Theory research as we believe students gain knowledge through exploration.

Vision: Our vision is to use project-based and social-emotional learning concepts to inspire and motivate lifelong learners with the skills they need to lead in the 21st century. We incorporate technology into every component of our curriculum, and we value and encourage the development of leadership skills by inspiring confidence and character in each of our unique learners. We know that for our learners to succeed, they must feel at home in the world. This requires a firm grounding in the arts, humanities, and sciences — and a strong foundation in social and emotional development. We believe there is an implicit, as well as an explicit, curriculum to teach, and our goal is nothing short of shaping learners who change the world. iLEAD South Bend is based on a new paradigm: Project-Based, Deeper Learning. We create open, innovative K-12 learning environments that promote a deeper understanding of curriculum and celebrate independent critical thinking, cooperation, and the development of crucial 21st century skills.

Growth for Indiana: Despite the fact that there is one charter school option in South Bend, the city and surrounding communities lack a quality, innovative charter school choice option especially in the area of, Project Based Learning, Blended Learning, STEM, and rigorous college preparation that incorporates social and emotional learning. We strongly believe that iLEAD South Bend will fill the need of South Bend and the surrounding community with a

strong comprehensive college prep program. In order to equip our students with 21st -century skills we use, reading that includes writing, project based learning across the disciplines, along with hands on STEM opportunities. The applicant pledges to create a school environment which promotes holistic development of the learners while offering core academic courses, social, emotional, and career guidance. This will then lead to inspiring learners to become good citizens and lifelong learners. This comprehensive curriculum approach will provide a complete and well-rounded educational program. We believe that this combination of core subject courses and Project Based Learning will create an innovative model for our students to be college and career ready. Developers of the iLEAD South Bend will establish a school culture where the importance of academic achievement, and social- emotional growth and well-being of the learners is of utmost importance. This message will be at the forefront of parent communications. Instruction will be student-centered and project-based. Each individual will be recognized as a unique person with various interests and talents. Therefore, individual attention and motivation will be provided to students with the help of blended learning strategies in the form of social and emotional learning, and personalized goals. These components are considered the key characteristics of our program that will attract students to our school and these characteristics will set the iLEAD South Bend apart from others.

Anticipated Population and Educational Need:

While our plan is to open a network of successful schools within Indiana, our primary focus is to make the iLEAD South Bend a vibrant and thriving school committed to student learning. In the first years of the iLEAD South Bend, the iLEAD Schools Development team will research other locations within South Bend and the whole of Indiana to determine the optimum location for our next school endeavor, as those sites have yet to be determined. Our ultimate goal is to have an Indiana network of schools to take advantage of the economy of scale with procurement, compliance, administrative and support personnel, as well as professional development events.

iLEAD Schools Development is comprised of a team of highly experienced, passionate educators and experts from various fields - facility, finance, marketing & outreach, education, governance, etc. This team will provide human resource support during the pre-authorization and pre-operational phases when resources are most limited before funding becomes available, and as the board builds capacity. The team will draw upon the organization's established systems and track record of success to support the school during the Planning, Launch and Operating Phases.

iLEAD South Bend will offer the community and interested parents a choice to prepare their children for college and beyond, as well as enable the next generation of learners by placing a strong emphasis on STEM education. There is a need to expose our students early in the education process to career options available to them in the area. There is a need for a school that teaches through innovative teaching strategies in the classroom. The current educational models used in the area are not consistently producing high levels of student achievement for all students. iLEAD South Bend will offer a high- quality program to meet and exceed the need of the proposed community in terms of high academic proficiencies, graduation rates, and college readiness. We are confident we will meet and exceed student proficiency levels with similar schools because the members of the application team successfully incubated and operated multiple nationally recognized public charter schools.

iLEAD South Bend plans to open our school in South Bend Community School Corporation where 3 charter schools are established within the city, 2 near our facility location. These schools are ranked 927 and 973 out of 1,027 Indiana Schools. The student population is made up primarily of African American, White, Hispanic and 15% of two or more races, and 85.4-86.0% of these families attending these schools receive free and reduced lunch.

Educational Plan/School Design:

Design: We believe that learners learn best by participating in project-based learning where they design projects/products to convey their learning. Learners learn to take charge of their own learning by actively designing, researching and developing an in-depth study on a topic of interest. As they develop skills, learners are increasingly responsible for deciding the topic, what the project consists of, how to implement the project and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the facilitator to guide the learners, set expectations, facilitate questions, and encourage learners to use multiple intelligences (Newell, 2003). Passive, out of context learning is not adequate to prepare students to work in today's world. iLEAD South Bend uses project based learning to equip learners to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research, time management, information synthesizing, utilization of high tech tools). The Buck Institute for Education (BIE) Gold Standard-Project Based Learning is a research driven approach to developing deeper learning and required competencies for success in college and careers.

There is a growing body of research that supports the use of project- based learning. Schools, where project based learning is practiced, find a decline in absenteeism, an increase in cooperative learning skills, and an improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced. Social Emotional Learning occurs best through the development of character, where learners learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. We believe it's vital to help students develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives. As an integral part of our approach to teaching, implementation and evaluation of Social Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, we measure and report SEL progress as part of every project, individualized learning plan goal, and Report of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for facilitators, learners, parents, and administrators. Other elements of our SEL implementation, practice and assessment include Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, Learner-Driven Ambassador Groups, Morning Meetings, and Restorative Approaches to Discipline, among others. Understanding By Design is SBCS's instructional approach to curriculum planning and

staff will use a standards based backward design process, a key part of Grant Wiggins' and Jay McTighe's acclaimed "Understanding By Design" model.

First, facilitators will identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes ("What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?"). Next, they will determine acceptable evidence of learning for those outcomes; the means of authentic assessment through which they plan meaningful learning experiences and instruction ("How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?"). This includes a definition of knowledge (know that), skills and procedures (know-how), that students ought to master, a definition of materials, and definition of learning /teaching activities (scenarios). Through this planning process, they will develop a curriculum map based on the Indiana State Standards and other outcomes specific to iLEAD South Bend.

To clarify, authentic assessment is the process of evaluating student understanding or skills mastery through a demonstration by the student in a situation that closely resembles how that understanding or skill would be applied in the real world. Authentic assessment is virtually always an important assessment strategy in project-based learning. Authentic assessment can also be an important assessment strategy following other types of instruction. For example, Writers Workshop is not a project-based learning mode, however, evaluation of writing using a rubric would be considered authentic assessment

Constructivist Learning Theory: iLEAD South Bend uses constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructivist teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Hands-on materials supplement or replace textbooks, and students are encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on themes and concepts and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow students to use many learning styles and multiple intelligences (The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development).

Project-Based Learning: is a key component of iLEAD South Bend. Project based learning equips learners so that they are able to solve complex problems using fundamental skills (reading, writing, listening, speaking and calculating), and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilization of high-tech tools). In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics. Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create "active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Vogt, 2010;

see also Heibert, 1994, Fielding and Pearson, 1994).” Learners actively planning, researching, and developing an in-depth study on a topic of interest, children become self-directed learners. As they develop skills, learners are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. Through project based, interdisciplinary learning, learners are able to view school subjects as connected and interrelated, much like real life. According to research conducted by a leader in PBL, the Buck Institute for Learning, Project- Based Learning supports education in the following ways:’

- Academic achievement: Students learning through PBL retain content longer and have a deeper understanding of what they are learning (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993).
- 21st- century competencies: Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations (Finkelstein et al., 2010) PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995).
- Equity: PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- Motivation: In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings (Thomas, 2000; Walker & Leary, 2009).

Technology Integration: All learners will have the advantage of to choose the path of the Hybrid Blended Learning curriculum. An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. Facilitators will access video, photos, text, audio tracks and other real-world material online to support Indiana State Standards being taught. Courses in which some traditional face-to-face "seat time" has been replaced by online learning activities.

Community Engagement: iLEAD South Bend has been developing community relationships with organizations, businesses, and media outlets such as the YMCA, D.A.R.E. Officers, The LGBTQ Center, Sky Zone Mishawaka, WNDU Channel 16 - NBC Affiliate, Goodwill Industries, TREES Inc., Children’s Museum of South Bend, La Casa De Amistad, PFLAG Michiana, and various small business owners. Through these partnerships iLEAD South Bend has hosted parent informational meetings, shared outreach materials, and attended events.

A strategic marketing and recruitment plan using strategies and tactics that are effective with attracting learners and families will be scheduled throughout the year. Research previously conducted prior to outreach events include South Bend Indiana Student Mobility, South Bend Community Schools Report, Research on Community Needs and Site Locations. South Bend

Charter School's community engagement will continue throughout the year at events such as Harvest Fall Festival, Winter Boutique and events taking place throughout National School of Choice Week.

iLEAD South Bend's plan is to continue marketing in the South Bend Area by using the following methods throughout the year;

- Information Sessions - Open houses and parent information sessions: iLEAD South Bend in-person events are critical in connecting with prospective parents. Parent/learner Information Sessions will continue through 2019. During June, July and August 2019, iLEAD South Bend will host bi-monthly events. Recruitment activities will be held at different times to accommodate a variety of parents' schedules in establishments that are frequently visited and easily accessible for families in the area.
- Digital Marketing - The school has dedicated website which will continue to be a central hub of information. Families can continue to check the website for the most recent up to date information regarding support. Videos and media stories highlight the amazing accomplishments of iLEAD South Bend. The website will contain information about upcoming parent nights, calendars, as well as links for Interest/Wait Lists, Intent to Enroll forms, and email notifications. These email notifications enable the Marketing staff to create an email nurture campaign to engage interested families and learners.
- Social Media – iLEAD South Bend will average and expand its social media followers. iLEAD South Bend has a Facebook page and will continue to utilize this medium for campaigns, posts and paid advertisements around parent information nights, key events, and learner stories. iLEAD South Bend will also have Instagram, Twitter and Snapchat as a way to engage our current families and increase interest for enrollment.
- Paid Advertisements - In partnership with media partners in key target areas, iLEAD South Bend will produce paid media spots via radio, local newspapers, digital and print ads.

Leadership and Governance:

For any school intending to open for the 2019-2020 school year, identify the school's proposed leadership team and governing board.

Full Name	Current Job Title and Employer	Position with Proposed School/School Name
Benjamin Thomas	Director of Development: Mosaic Health and Healing Arts	Board Member
Yolanda Turner-Smith	UTC: PWEH Project Engineering Manager	Board Member

Provide, as **Attachment 1**, full resumes (including contact information) and professional biographies for the individuals named.

Age and Grade Range of Students to be Enrolled:

Complete the following table for each school to open in 2019-2020. You may duplicate the table as needed. Remove any rows for grades the school will not serve as needed in each table.

	ENROLLMENT ASSUMPTIONS				
	2019/20	2020/21	2021/22	2022/23	2023/24
Grade Level: Enrollment	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	25	25	25	25	50
1st	25	25	25	25	25
2nd	25	25	25	25	25
3rd	25	25	25	25	25
4th	25	25	25	25	25
5th	25	25	25	25	25
6th		25	25	25	25
7th			25	25	25
8th				25	25
9th	25	25	50	50	75
10th		25	25	50	50
11th			25	25	50
12th				25	25
Total Target Enrollment	175	225	300	375	450

iLEAD South Bend will enroll a minimum of 175 learners in the 2019/2020 school year. There are currently 50 learners entering grades K-5, and 9 that have an expressed interest in enrolling. Once the school is approved and with continued marketing and outreach efforts iLEAD South Bend will continue to grow a minimum of 25% each school year.

Section 1: Curriculum and Instructional Methods

Program Overview:

To develop curricula, iLEAD South Bend will utilize the Indiana State Standards as a framework. A comprehensive program is implemented to give learners a foundation as they progress through high school. This will ultimately lead to college success, as seen at other partner schools. SMART goals are developed by the school's directors and facilitators ensuring each goal is measurable and attainable within the scope of sequence of the curriculum.

Curriculum and Instructional Design:

1. Learning Environment: School and facilitator leaders choose (adopt) curricula that are research-based and supported by credible data that demonstrates student achievement. This curriculum is standards based-aligned and sequenced to maximize opportunities for interdisciplinary connections and vertical alignment. With a ratio of 1 facilitator to 25 learners, student voice and choice is woven throughout PBL, this curriculum provides structures and protocols to elevate student collaboration, voice, thinking, and reflection along with feature texts, problems, or activities that promote multiple perspectives and understanding of multiple cultures with opportunities for students to work together with projects aligned to the curriculum. Learners in grades 9-12 will benefit from a blended learning environment which combines a mix of technology and traditional face-to-face instruction. Learners can, in part, control their time and pace of instruction as they independently work to master grade level skills and strategies. Learners will also master standards through projects that will include the following key elements:

- Authentic, challenging, real-world driving questions that learners need to answer, embedding appropriate and applicable cross-curricular, grade level standards
- Formative and summative assessments to track and support learner progress
- Opportunities for personalized learning and entry points including extensions and modifications, as needed
- Social Emotional Learning targets mindfully applied throughout the project
- Metacognitive practices to increase learner agency and life-long learning strategies
- High engagement, high rigor
- Presentation of learning, where learners have the opportunity to present the valid, relevant and challenging project process and/or product(s) for an authentic audience.

2. Scope and Sequence: Our philosophy and key elements drive the scope and sequence of our curriculum. Kindergarten students build on the love for learning to lay a robust foundation for success in the years to come. Success means not only the acquisition of foundational concepts and skills but also the embracing of scholarly habits and character development which values learning above all other accomplishments. In elementary and secondary curriculum, the connection between different subjects, including English, Math, Science, Social Studies, Music, Fine Art, and Physical Education is emphasized and essential. Students will have a dedicated period called STEM hands-on learning experience designed to fuel creativity, ingenuity, and social skills like teamwork and patience.

Please Refer to Attachment 2

3. Instructional Materials: Directors and facilitators will work collaboratively to select instructional materials, some of which are listed above, alignment with the school's standards-based learning outcomes and educational philosophy, and the needs of the individual learner set forth in Individual Learning Plans (ILPs). Materials are chosen collaboratively to promote active, purposeful engagement with content where learners master standards and show what they know "by doing." Materials may also be selected to enhance curricular integration, for example, where learners read a work of historical fiction to enhance their understanding of History/Social Science content they are studying. Supplemental materials will be used to develop learner interests, to differentiate individual learner needs and as needed for projects. Learners have opportunities to select materials appropriate to subtopics they have chosen. To ensure all students are ready for success after high school, facilitators will teach to the Indiana State Standards which establish clear, consistent guidelines for what every student should know from kindergarten through 12th grade. The following resources may be utilized to support learners mastering the standards; BrainPOP, Discovery Education Streaming, Moby Max's, Tales2go, and Typing Quest's.

Supplemental written curriculum will be used such as Lucy Calkins, Words their Way, Zoo Phonics etc.. Reading instruction is accomplished through learner participation in a Reading Workshop format such as Daily 5 Units of Study for Teaching Reading K-5 aligned to the Indiana Standards, which foster literacy independence in the elementary grades. Lucy Calkins Reading Units are also utilized to help support reading instruction.

iLEAD South Bend will implement a Standard aligned math curriculum such as Number Talks, Math in Focus, or Investigations 3 in grades K-5. These inquiry-based programs give learners the opportunity to experience rich mathematical tasks in a discourse-rich classroom environment.

Number Talks encourage learners to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. Experimentation, hands-on exploration, practice, application, and authentic tasks are embedded throughout the units.

ENGLISH LANGUAGE ARTS

Developing strong literacy skills is critical to learners' success in school and for becoming productive, fulfilled individuals. Emphasis will be placed on using literacy skills for authentic purposes. iLEAD South Bend will design a comprehensive language arts curriculum incorporating the Indiana Learning Standards that will include daily opportunities for learners to:

- Write effectively for a variety of purposes addressing different audiences
- Write using grammatically acceptable English
- Read critically and extensively for both pleasure and information
- Speak clearly and with confidence in formal and informal settings
- Listen actively and attentively to comprehend information and others' points of view
- Possess critical thinking and problem-solving skills

GRADES K-5

iLEAD South Bend will use Zoo-phonics® a Multisensory Language Arts Program, which is a kinesthetic, multi-modal approach to learning how to read, including vocabulary development and articulation, based on phonics and phonemic awareness. Using a multi-sensory approach maximizes understanding, memory, utilization and transference to all areas of the reading, spelling and writing process in a playful and concrete manner. This method will enable learners to become strong readers and spellers using a “phono” (hearing), “oral” (speaking), “visual” (seeing), “kinesthetic” (moving), and tactile (touching)— whole brain approach.

Reading instruction is accomplished through learner participation in a Reading Workshop format such as Daily 5 Units of Study for Teaching Reading K-5, which foster literacy independence in the elementary grades. These reading workshop formats are not curriculum or basal programs, but a research based instructional model for reading which integrates explicit instruction in reading strategies with opportunities for learners to practice each reading strategy independently, with peers, in small groups, and with a facilitator. Reading workshop engages every learner in meaningful literacy tasks proven to have the greatest impact on learner reading and writing achievement.

Learners will receive explicit whole group reading instruction through a daily read-aloud of poetry, literature or informational text. During this time, the facilitator models best practices in reading to the learners. Strategies and practices are chosen from the Literacy CAFE Menu, which is aligned to the Indiana State Standards. CAFE is an acronym that stands for Comprehension, Accuracy, Fluency, and Expanding Vocabulary.

Writer’s Workshop is the framework for writing instruction and practice in the iLEAD South Bend classroom. Using a curriculum like the Units of Study in Opinion, Information, and Narrative Writing, learners write frequently, for extended periods of time and on topics of their own choosing.

Writing instruction at iLEAD South Bend will include the following components:

- Direct instruction/Mini-lesson
- Independent Writing
- Individual facilitator-learner conferences (during independent writing)
- Shared writing experiences, particularly in the primary grades
- Partner and small group work
- Sharing

Trade books are often used during writer’s workshop to model effective writing techniques, encourage learners to read as writers, and provide background knowledge. Facilitators access prior knowledge through a connection, articulate and model the teaching point, engage the learners in the opportunity to practice, provide an opportunity for writers to share their work with each other, confer individually or in small groups, and differentiate instruction to meet the needs of the learners.

MATHEMATICS

Developing mathematical understanding and skills is crucial to academic success for learners in all grade levels. iLEAD South Bend will use a mathematics curriculum that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning, incorporating hands-on activities that help learners see the connection between concepts and real-life applications. Instruction will emphasize the use of mathematical language and reasoning while involved in problem solving. iLEAD South Bend will design a comprehensive mathematics curriculum incorporating the Indiana Learning Standards that will include daily opportunities for learners to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

GRADES K-5

iLEAD South Bend will implement Indiana State Standard aligned math curriculum such as Number Talks, Math in Focus or Investigations 3 in grades K-5. These inquiry-based approach programs give learners the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment. Number Talks encourage learners to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. Experimentation, hands-on exploration & practice, application, and authentic tasks are embedded throughout the units of study.

HISTORY/SOCIAL STUDIES

The Social Studies curriculum will build learners' knowledge through the investigation of big ideas and essential questions while connecting to learners' interests and experiences through project-based learning. Instruction will develop learners' growing understanding of their community and the world. The curriculum, will include the four main social science disciplines: history, geography, civics, and economics. iLEAD South Bend will design a comprehensive project-based social studies curriculum incorporating the Indiana Learning Targets that will include opportunities for learners to:

- Distinguish fact from opinion
- Connect cause and effect
- Analyze relationships
- Examine history through a variety of perspectives
- Critically interpret historical events

Grades K-5

Learners in elementary school may use one of the following curriculum resources, which incorporate an inquiry- based approach that enhances literacy and critical thinking skills:

- TCI Social Studies Alive! Me and My World
- TCI Social Studies Alive! My School and Family
- TCI Social Studies Alive! My Community
- TCI Social Studies Alive! Our Community and Beyond
- TCI Social Studies Alive! Regions of Our Country
- TCI Social Studies Alive! America's Past

SCIENCE

At iLEAD South Bend learners will develop knowledge and understanding of scientific concepts and practices. Learners will be involved in inquiry-oriented investigations that incorporate real-life applications. Learners will develop an understanding of the nature and process of scientific investigation. The science curriculum, focuses on the big ideas for each of these sub-disciplines: physical science; earth science; life science; and science, technology and engineering. South Bend will design a comprehensive science curriculum incorporating the Content Standards which are the processes and skills that students are expected to learn and be able to do within the context of the science content. Process standards are organized in the following grade level bands: K-5. Content Standards along with Process Standards will ensure our students are able to master the following;

- Ask questions and define problems
- Develop and use models
- Plan and carry out an investigation
- Analyze and interpret data
- Engage in argument from evidence
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

Grades K-5

Learners in elementary and middle school standards focus on the following topics; physical science; earth and space science; life science, for K-8 there are computer science and engineering standards. iLEAD South Bend will use the proven tools and strategies of project-based learning as a framework. Learners and facilitators will engage in enduring experiences that lead to deeper understanding of the natural and designed world while Integrating the following three dimensions: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

HEALTH and WELLNESS

iLEAD South Bend approach to health and wellness education is holistic. Programs are built upon the "educating the whole child" approach to health and wellness through daily programs and routines such as:

- The of Strengths of Heart, Mind and Will (Character Lab, 2016) used for developing learner outcomes, assessment rubrics, project development process etc.;
- The 7 habits of Successful Kids and Teens (Sean Covey, 2009-2015); Mindfulness and meditation programs (such as kid yoga and meditation, Mind UP) Love and Logic (Foster W. Cline) (empathy- based approach to discipline)

iLEAD South Bend will deploy a holistic approach to wellness that is a safe, non-judgmental, supportive process which allows learners to explore aspects of physical and mental wellbeing. A focus on social and emotional learning combined with a unique morning meeting, advisory topics and seminars empower learners (and family) to receive the information and skills they need to make healthy evidence-based choices for themselves, their children, and their family as a unit.

4. Instructional Practices and Strategies: iLEAD South Bend will implement the curriculum with instructional strategies taken from the PBL framework. In PBL, learners take charge of their own learning by actively designing, researching, and developing in-depth studies on a topic of interest related to the content/standards. As they develop effective metacognitive learning skills, SBCS learners are increasingly responsible for managing standards-based content--deciding what the project consists of, how to implement the project, and reflecting on the project, including self-assessment, all projects are aligned to Indiana Standards. Where possible, learners decide what processes they will use to achieve the project according to their individual learning styles and academic needs. It is the role of the facilitator to guide the learners, set expectations, facilitate questions, and encourage learners to use multiple intelligences (Dunlosky, 2013). Parents and community partners are key resources to supporting learners' success. iLEAD South Bend provides students and parents with the skills and tools to become successful learners in the 21st Century. Students will master these skills through the following practices;

- Constructivist methods and project-based learning
- An International Focus
- Individualized learning plans (ILPs) for all learners
- Multi-age groupings
- Attention to the whole child
- Building a strong partnership with home and community

World-Class Instruction: To carry out the mission we must ensure that all facilitators have the knowledge and skill to teach the current and future learner population, who will be living and working in a global economy. That calls for world-class instruction focused on preparing learners for the 21st century and beyond. We are committed to giving all facilitators the tools they need to work effectively with every learner so that each child can reach his/her potential.

This Framework for World Class Instruction provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning while giving facilitators the flexibility to their professional judgment to meet the needs of individual learners.

The iLEAD South Bend Instructional Framework is a cycle with four key components: plan, teach, monitor, and adjust. While these components overlap to a degree, the framework outlines the key ideas within each one separately and links them to specific aspects of the iLEAD South Bend Facilitator Observation Record.

Evidence ensuring the delivery of the written curriculum will be monitored through facilitator observations by school leaders, walkthroughs with both school leaders and peer facilitators. Summative and formative assessments, NWEA will also monitor student mastery of the curriculum. SBSC will align content standards to state standards through curriculum mapping, grade level content area meetings, PLC meetings. After reviewing data from NWEA, summative assessments and formative assessments. Modifications will take place after review of data ensuring they are in compliance with Indiana State Standards and differentiation of lessons can occur in learners Individualized Learning Plan.

Individualized Learning Plan: At the start of each school year, learners and their facilitator, together, with parents/guardians, will create an Individualized Learning Plan (ILP) for each learner that includes individual goals (aligned to Indiana State Standards), major learning activities, and the means by which outcomes will be reviewed. Each learner will then learn to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they will meet with their facilitator and their parent to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The learner will help lead a discussion of their strengths and areas of growth. Facilitators will coach learners through this process and practice with learners while they are learning how to help lead and ultimately to direct these discussions. The group will work together to develop goals and strategies to overcome challenges. The portfolio-based Student Led Conferences will help ensure that learners are accountable to their families, their facilitators, and the school community as a whole. In addition, the experience will create a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

Classrooms in grades K-8 has no more than 1 teacher to 25 students, and may be a mix of two (and occasionally more than two) grades to allow students to progress and to be grouped with others, rather than to be limited by age-based groupings. Learners will get the benefits of a smaller, more personal learning environment, and at the same time, their academic needs are met. Also, multi-age groupings will enhance the culture of learning as older learner's model expected behaviors for learners entering the class or the school, also reducing social stratification across grade level groups and reducing the chance of bullying and other harmful behaviors. While multi-age groupings are common in elementary school, research also supports multi-age groupings for the middle grades. Multi-Age Groupings Research supports educational environments with two or more grades because they allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge to guide instructional decisions and familiarity with the social emotional health of a student (Anderson and Pavan, 1993). The National Middle School Association (1997) has identified multi-age grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as

important instructional strategies for older children. Additional research shows that the benefits of multiage classrooms include increased affective learning, such as improved self- concept, increased prosocial behavior, greater responsibility and more positive attitudes toward school. Increased opportunities for leadership and peer learning are also cited (Gutierrez & Slavin, 1992; Miller, 1991; Pardini, 2005).

Character Education: The 7 Habits Of Highly Effective People iLEAD South Bend believes that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community. The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a “skills gap”—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today’s global economy. iLEAD South Bend will develop character and leadership skills in students by using *The Leader in Me* by Stephen Covey as a structure to prepare students to meet the future challenges of our ever- changing world. *The Leader in Me* teaches students the 7 Habits of Highly Effective People, and is designed to be integrated into a school’s core curriculum and everyday language:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century
- Decreases discipline referrals
- Teaches and develops character and leadership through existing core curriculum
- Improves academic achievement

Raises levels of accountability and engagement among both parents and staff in addition to the 7 Habits, iLEAD South Bend may also utilize a social/emotional curriculum such as PATHS, Non-Violent Schools or Second Step to support the implementation of the 7 Habits.

5. Why PBL & Evidence in Data: The iLEAD South Bend curriculum was developed with the end in mind, specifically that iLEAD South Bend will offer a unique learning opportunity to young people, through the lens of project-based learning (PBL) and social emotional learning. These performance goals and objectives for learners were developed to address one of the most crucial and confounding issues facing the 21st century education system, the achievement gap. In his book, *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms*, (2010) Tyrone C. Howard describes the achievement gap as “the discrepancy in educational outcomes between various learner groups, namely, African American, Native American, certain Asian American, and Latino learners on the low end of the performance scale, and primarily White and various Asian American learners at the higher end of the academic performance scale.”

Although the achievement gap has been present for many years, it has only been in the last 20 years or so that legislation has been directed towards eliminating the gap. PBL has shown great success over the last twenty years in decreasing statistical differences by raising the test scores of children from lower socio-economic backgrounds (Boaler, 2002). SBCS will improve the performance of these learners and reduce the gap through careful attention to academic data and authentic implementation of the PBL model.

The chart below lists the performance data on the California SBAC assessment for charters managed by iLEAD School Development.

SBAC Change Over Time 2015-2018									
Percentage of Learners Who Met or Exceeded Standards									
SCVi SBAC Math					SCVi SBAC ELA				
Grade	2015	2016	2017	2018	Grade	2015	2016	2017	2018
3	12%	16%	22%	32.3%	3	19%	22%	39%	37.1%
4	22%	15%	21%	27.5%	4	30%	24%	23%	49.1%
5	12%	11%	12%	20.7%	5	39%	27%	19%	31.0%
6	26%	27%	35%	30.4%	6	39%	54%	49%	51.4%
7	30%	44%	43%	29.4%	7	43%	52%	52%	52.5%
8	25%	26%	29%	30.7%	8	43%	50%	55%	63.5%
11	30%	13%	17%	21.9%	11	32%	44%	58%	55.5%
Total	23%	23%	26.4%	27.8%	Total	35%	40%	43%	49.7%
iLEAD Hybrid SBAC Math					iLEAD Hybrid SBAC ELA				
Grade	2016	2017	2018		Grade	2016	2017	2018	
3	24%	25%	29%		3	31%	22%	35%	
4	25%	21%	24%		4	40%	42%	35%	
5	27%	19%	28%		5	55%	42%	46%	
6	21%	30%	33%		6	40%	46%	47%	
7	33%	27%	40%		7	50%	47%	59%	
8	27%	24%	25%		8	46%	54%	53%	
11	39%	30%	25%		11	74%	79%	65%	
Total	27%	24.7%	29.1%		Total	46%	45.4%	46.9%	
State of California					State of California				
2015	2016	2017	2018		2015	2016	2017	2018	
33%	37%	37.6%	TBD		44%	49%	48.6%	TBD	

SCVi Math MAP Growth						SCVi Reading MAP Growth					
2015-2016		2016-2017		2017-2018		2015-2016		2016-2017		2017-2018	
Percent Met Projection	% of Goal Met	Percent Met Projection	% of Goal Met	Percent Met Projection	% of Goal Met	Percent Met Projection	% of Goal Met	Percent Met Projection	% of Goal Met	Percent Met Projection	% of Goal Met
37.1%	76.4%	41.8%	78.9%	52.6%	105.8%	50.1%	98.6%	44.0%	75.8%	58.8%	118.3%
Projected RIT Growth - Number of RIT points the student is typically expected to grow from Fall to Spring.											
Percent Met Projection - Percentage of Students Who Met or Exceeded Their Projected RIT. Based on normative data, the typical school result is 50-55%.											
% of Goal Met - Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the school wide aggregated student growth equaled the projections.											

The positive results of schools SCVi and iLEAD Hybrid are due to our curricular and instructional methodology where learners are given options in their learning style and goals.

6. Unique Features: We educate the whole child. iLEAD South Bend's educational program facilitates the academic, social, and emotional development of all students with developmentally appropriate curriculum as they move through the school's program. For example, older students are teamed up with younger students as a way to create a family environment where the younger youth have older "sponsors" to look up to and the older youth are mentors for the younger students. Older students reinforce their studies and subject mastery by tutoring the younger students in their studies.

In K-5 classrooms, facilitators will build strong relationships to create a safe learning environment that makes students feel comfortable as active participants. Learners' primary classrooms will be a place for social emotional-skill building, for participating in democratic decision making and for solving problems between individuals, as a class, and as a school. In the earliest grades, learning activities may often resemble play and allow self-directed exploration. Curriculum such as Second Step, and Responsive Classroom will be utilized to develop social and emotional skills which are developmentally appropriate as well. In addition, each day starts with a morning meeting. Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.

Character Education:

The 7 Habits Of Highly Effective People iLEAD South Bend believes that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community. The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a "skills gap"—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today's global economy. SBCS will develop character and leadership skills in students by using The Leader in Me by Stephen Covey as a structure to prepare students to meet the future challenges of our ever-

changing world. The Leader in Me teaches students the 7 Habits of Highly Effective People, and is designed to be integrated into a school's core curriculum and everyday language. 7 Habits, iLEAD South Bend may also utilize a social/emotional curriculum such as PATHS, Non-Violent Schools or Second Step to support the implementation of the 7 Habits by explicitly teaching key social/emotional skills to its students.

Science - STEM and PBL Connection:

Learners will complete projects that meet specific, essential science skills, science and engineering practices, as well as cross curricular projects. They will develop core science knowledge and skills that will prepare them for success in their STEM design tech electives, aerospace project-based learning, and a wide array of technical and professional career pathways. They will develop the ability to think and express themselves in a scientific manner by focusing on the importance of laboratory skills, experimentation and analysis, and cross-curricular

Hybrid Blended Learning Curriculum:

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. Facilitators will access video, photos, text, audio tracks and other real-world material online to support Indiana State Standards being taught. courses in which some traditional face-to-face "seat time" has been replaced by online learning activities.

Pupil Performance Standards

1. Pupil Performance Standards: iLEAD South Bend understands that parents, teachers and district administrators want a 360-degree perspective on individual student learning in every academic subject and on the tangible and intangible skills that signal college and career readiness. iLEAD South Bend will use not only Indiana State Standards to measure mastery, but NWEA MAP and the Comprehensive Growth Card to create an in-depth portrait of each child's, exploration, discovery, and confidence as a leader and learner. NWEA MAP measures growth over time, and the data helps educators project proficiency on state accountability tests, support differentiated instruction, and see current academic achievement levels and what they're ready to learn next, thereby creating a personalized learning path for students. MAP assessments are grade independent and adapt to each student's instructional level.

In year one, 55% of the iLEAD South Bend learners will score at or above the national norm as determined by the most current NWEA MAP Formative Data.

By year three, 65-70% of iLEAD South Bend learners will score at or above the national norm as determined by the most current NWEA MAP Formative Data.
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In year one, 55% of the iLEAD South Bend learners will nearly meet (80%+) meet, or exceed their Projected RIT Goal by year-end.

<p>By year three, 65-70% of the iLEAD South Bend learners will nearly meet (80%+), meet, or exceed their Projected RIT Goal by year-end.</p>
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2. Learning Standards:

Please see Attachment 3

3. Social Emotional Learning (Non- Academic Standards): Researchers state kindergartners with social and emotional skills are twice as likely to obtain a college degree. Learning occurs best through the development of character, where learners learn how to become active participants in a community in order to understand their rights and enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility of their own learning (Nelson, 2003; Kohn, 1993). iLEAD South Bend will use Character Lab (described below), in addition to “The 7 Habits” as a foundation for social-emotional learning.

An essential part of Social Emotional Learning at iLEAD South Bend will include Character Lab. Character Lab, a program founded by Dr. Angela Duckworth, will be used to catalogue and track a learner’s progress as he/she works on developing character strengths such as grit, growth mindset, gratitude, self-control, zest, and curiosity, which will enable learners to lead lives that benefit themselves and other people.

Character Growth Cards will provide learners feedback on they and their facilitators/teachers perceive their current strengths and weaknesses. They will then discuss differences and similarities between self-scores and teacher-scores, changes, and progress over time. The learner will also set his/her own goals for character development using WOOP (Wish, Outcome, Obstacle, and Plan. This model was developed by Dr. Gabriele Oettingen and Dr. Peter Gollwitzer. WOOP has been shown to significantly improve effort, homework completion, attendance, and even a higher GPA when the method is implemented with fidelity.

4. Promotion and Graduation: In the K-5 classroom, we try to always make sure that students meet the criteria for promotion and there are many interventions in place to ensure that learners are successful. The curriculum design of iLEAD South Bend is based on taking a student where they are and preparing them for a successful experience in middle school, high school, and post-secondary education. Facilitators are prepared to provide remediation and additional support for students who are achieving below grade level as indicated by baseline assessment data. When a student is in question for retention due to extremely low academics a few things happen:

- Teacher contacts parents to make an academic plan of action
- Reading specialist and MTSS team would be informed and provide interventions and use progress monitoring such as MAP interim data.

- If serious concerns still exist after interventions and academic plan, teacher/parent/specialist/admin have a meeting to discuss the probability of retention and recommendation of summer school will be made.

5. Exit Standards

Please refer to Attachment 3

High School Graduation Requirements:

According to the Department of Education high school students need 40 credit hours to graduate, credits to be completed are the following;

- **Language Arts-8 credits**
- **Mathematics-4 credits**
- **Science- 4 credits**
- **Social Studies-4 credits**
- **Physical Education- 2 Credits**
- **Health and Wellness -1 credit**
- **College and Career Pathway Courses- 6 credits**
- **Flex Credit (dual credit, more college and career courses, additional language arts, additional electives) 5 credits**
- **Electives- 6 credits**

High School Students will meet the Indiana graduation requirements of 40 hours.

1. iLEAD South Bend will meet these requirements by administering the required state curriculum, along with grade level curricular course standards. Transcripts (see below) are reviewed and monitored by counselors at the beginning and end of each marking period.
2. iLEAD South Bend will offer grade level course content that aligns with Indiana Graduation Requirements. The School content will emphasize STEM and Hybrid Blending so students will be college or career ready.
3. iLEAD South Bend will offer online credit recovery programs, student data teams where students who are credit deficient are monitored on a regular basis and provided programming and intervention to assure academic success and ultimately graduation.

Transcript Class Mark Values

Select	Class Mark	GPA Scale: <u>Unweighted</u>	GPA Scale: <u>Weighted</u>	Skip GPA	Skip Credits	sis_reprc912 <input type="checkbox"/>	sis_reprck8 <input type="checkbox"/>	sis_reprcmiddle <input type="checkbox"/>	sis_reprcTK5 <input type="checkbox"/>
<input type="radio"/>	a	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	a-	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	a+	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="radio"/>	b	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	b-	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	b+	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	c	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	c-	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	c+	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/>	d	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="radio"/>	d+	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="radio"/>	f	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Name Williamson, Ethan	Local ID 10056	Grade 12	Birthdate 06/14/2000	SSID 9139731761	Counselor None	Gndr M	Transcript of Student Progress 01/07/2019 iLEAD Online 3720 Sierra Highway Acton, CA 93510																																																												
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High expectations will be communicated to all learners, including those who are academically gifted, those with disabilities, and English Language Learners. Learners will be provided targeted support to achieve stated goals, and meaningful opportunities for learners to demonstrate their accomplishments and successes will be provided (Resnick, 2008). Learners best learn with intensive individualized academic interventions and scaffolding to allow them to retain concepts and skills that are delineated in the state standards. More importantly, they then become equipped to handle the challenges of the future. Encouraging rigorous work that enables each learner to possess the knowledge, skills and confidence to master academic standards, gain acceptance to the best colleges and universities and access the most satisfying careers. Learners starting in primary grades are exposed to discussions about careers and colleges through their projects, professional talks and TED talks as well as through career days and college days. Middle school learners through their individual learning plan process, co-develop their learning plan taking into consideration college options, entrance requirements and scholarships. Middle school learners are provided coaching and advisor services in preparing for internships or jobs including resume and portfolio assembly as well as solicitation and interview strategies.

School Calendar and Schedule:

iLEAD South Bend will begin serving students in the 2019-20 school year. Our calendar will align with the South Bend Community School District standard calendar. The traditional seat based program will run approximately seven hours with the master schedule striving to schedule Math and ELA in the morning and maintain Science and Social Studies as focused priorities. The calendar indicates multiple days have been allotted for staff development and PLC collaboration. All Fridays are $\frac{1}{2}$ days for the learners 8:30am-1pm (*Facilitators work on projects/planning/collaboration*). No summer school is planned at this time. Total Hours = 1,260.

Days indicating ILP (conferencing) are utilized for facilitator's, learner, and parents meet to review the data, ascertain and reflect upon the learner's strengths and areas of growth, and set two academic and one social emotional goal. They create the ILP and list out the goals and the action plan together. It is the iLEAD South Bend version of the parent-teacher conference, except in ours the learner plays a crucial and important role in owning his/her learning and goals.

Please see Attachment 4

School Culture:

1. iLEAD South Bend believes in creating a positive school environment through social-emotional learning and practices designed to build community and establish and grow supportive relationships learner to learner , learner to facilitator , facilitator to families, and school to community.

- **Character Lab:** iLEAD South Bend will partner with *Character Lab* to support the student development of social-emotional strengths, skills, and mindsets. No content standard in any class or at any level is more important than nurturing and building a love of learning. SBCS will design a school to empower students to become lifelong learners, avid readers, and voracious seekers of knowledge that will have an impact that reverberates for a lifetime and beyond. The Character Lab is a 501(c)(3) nonprofit organization founded in 2013 by

one scientist and two educators: Angela Duckworth, author of *Grit: The Power of Passion and Perseverance* and the Christopher H. Browne Distinguished Professor of Psychology at the University of Pennsylvania; Dave Levin, co-founder of the KIPP public charter schools; and Dominic Randolph, Head of Riverdale Country School. The lab supports schools by developing instructional tools to help students develop character strengths. Character Lab tools are developed by educators, scientists and designers. iLEAD South Bend has used Character Lab resources and assessment methods to track student development of the skills that researchers have identified as important for developing character: curiosity, gratitude, grit, growth mindset, purpose, self-control, social intelligence and zest.

- **The Leader in Me:** iLEAD South Bend will be adopting the globally-acclaimed school culture program *The Leader in Me*, which is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. *The Leader in Me* emphasizes imperative 21st century skills: responsibility, critical thinking, integrity, teamwork, collaboration, listening and speaking, and more.

iLEAD South Bend believes in creating a positive school environment through logical and restorative approaches to discipline.

- **Restorative Practices:** is an approach based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment. In other words, students can expect the opportunity to repair relationships damaged by poor choices, as relationships are the most important part of a strong, positive school culture.
- **Discipline with Love and Logic:** Positive techniques for maintaining calm and effective classrooms, practical tools and techniques that help adults achieve respectful, healthy relationships with their children. The Love and Logic approach is based on a psychologically sound parenting and teaching philosophy.

2. iLEAD South Bend seeks to make education a community passion. To this end, parent participation is essential to the success of the education process. Parents are expected to participate in the operation of the school as an integral part of the staffing and support team in the development and successful completion of the individual learning plan for your child.

School expectations will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents. At the beginning of the school year, and at intervals throughout the year, these goals and principles will be discussed by teachers with students, and parents in order to come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives

3. It is iLEAD South Bend's intention to provide special education services within a modified inclusion model, for learners with exceptional needs for whom iLEAD South Bend's distinctive educational program is determined as the least restrictive environment. Appropriate designated

instructional services and related services will be provided, consistent with the learner's IEP. iLEAD South Bend believes that learners with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. iLEAD South Bend Education Specialists (SPED Teachers) will work in a collaborative model with all facilitators and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each learner's IEP.

4. Typical School Day for Learner: A typical day for a learner starts with an 8:00 arrival. Learners will then participate in advisory/warm up activity. Learners will participate in not only core subjects, but also foreign language and electives.

(For further explanation please refer to Attachment 4)

5. Typical School Day for Facilitator: A typical teacher day starts at 7:30 looking at emails and prepping materials for the day. The day includes a planning period, lunch, dismissal duty and ending the day as an enrichment facilitator or tutor.

(For further explanation please refer to Attachment 4)

Supplemental Programming:

1. Summer School: At this time South Bend Charter School will not offer summer school.

2. Enrichment Classes:

Lego Tinkers (K-1st grade)

Lego Tinkers meet once a week to tinker with Legos and work on and practice team building skills and Lego program core values. Class is about 6 weeks.

Jr. First Lego League (2nd-4th grade)

Jr. FLL meets weekly and focuses on a Lego theme created by the Jr. First Lego League organization. The learners work in small teams to design and build a Lego project using the program's core values. The season runs from September to January.

Lego Robotics (ages 10-14)

Lego Robotics is an after-school and elective course that allows learners to become exposed to engineering, programming, and problem solving skills. Learners utilize the EV3 and mindstorm platforms to build autonomous robots that solve specific problems. Programs are live after school in the fall and spring as challenges are released through FLL.

Drumline (5th-8th grade)

Drumline is a fun and exciting activity that helps to build teamwork, discipline, coordination and musicality. During the start of this program we will be teaching students the fundamentals of how to read music and play marching percussion. This will then extend to performing marching cadences and marching literature to be shared with the school and community.

After school Theater Arts offers the following:

Young Storytellers (2-4th grade)

4-8 Players (4-8 grade)

The Frantics (8-12th grade Improv)

Upper school Theater (9-12th grade)

For additional offerings please click [here](#).

Our current thinking is that we will initiate a student pay for play program where parents assume partial or full financial responsibility for extra-curricular activities.

3. Tackling Academics and Social Emotional Learning: Researchers kindergartners with social and emotional skills are twice as likely to obtain a college degree Learning occurs best through the development of character, where learners learn how to become active participants in a community in order to understand their rights and enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility of their own learning (Nelson, 2003; Kohn, 1993). iLEAD South Bend will use Character Lab (described below), in addition to “The 7 Habits” as a foundation for social-emotional learning.

An essential part of Social Emotional Learning at iLEAD South Bend will include Character Lab. Character Lab, a program founded by Dr. Angela Duckworth, will be used to catalogue and track a learner’s progress as he/she works on developing character strengths such as grit, growth mindset, gratitude, self-control, zest, and curiosity, which will enable learners to lead lives that benefit themselves and other people. The strengths will be grouped into Strengths of Will, Strengths of Mind, and Strengths of Heart.

Character Growth Cards will provide learners feedback on they and their facilitators/teachers perceive their current strengths and weaknesses. They will then discuss differences and similarities between self-scores and teacher-scores, changes, and progress over time. The learner will also set his/her own goals for character development using WOOP (Wish, Outcome, Obstacle, and Plan. This model was developed by Dr. Gabriele Oettingen and Dr. Peter Gollwitzer. WOOP has been shown to significantly improve effort, homework completion, attendance, and even a higher GPA when the method is implemented with fidelity.

4. Student Focused Programs:

Advisory: Learners at iLEAD South Bend will have the opportunity to participate in Advisory programs. These programs serve as an essential support system in a variety of areas including: academic achievement, social/emotional growth, portfolio development, and internships. Advisory will occur each day and will serve as a safe place to build trusting relationships, academic mindsets, health and wellness, and 21st century skills. iLEAD South Bend advisory program fosters personalization for each learner and aims to teach social-emotional skills.

Internship and Community Mentorship: Middle school learners will engage in internships throughout the school year to foster skills and gain exposure to an area of interest. Internships

allow for learners to experience job training, community networking, and real-world learning under the guidance of an adult mentor. Internships become essential components of the learner's portfolio and Individual Learning Plan. Learners will see themselves as intricately connected to their community and will find ways to serve the community with which they are connected.

Special Populations and At-Risk Students:

1. In the event student performance at iLEAD South Bend falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators, iLEAD South Bend will implement prompt, targeted corrective action. The school director (School Director) and grade level teams will meet monthly to analyze assessment data in order to continually refine and refocus instruction based on evidence of student learning. The team will collaboratively decide what instructional interventions will meet learner needs, monitor learner progress, and adjust instruction as needed based on the data. During these sessions, all energies will focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and accelerate strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that needs more practice, or determining a group of students who need specific tutoring in one or more areas. The school's director will monitor the plan's implementation and support the staff in meeting their instructional goals as laid out in the action plan.

2. Students with Disabilities: iLEAD South Bend will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq) in providing a Free and Appropriate Public Education (FAPE) to students who are eligible for services. In addition, ISB will comply with the requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandated for learners enrolled in ISB. By adhering to the provisions of the IDEA and applicable Indiana Special Education Laws and Regulations, ISB will assure that all learners with disabilities are entitled FAPE, including special education-related services, and accommodations.

A. Identification:

Special Education Child Find: Special Education Evaluation Eligibility Determination/Child Find Requirement For school districts, the Child Find (child identification) requirement means the School District/Charter School has to find, evaluate and identify those kids ages from birth to age 21. To do so, the School District/Charter School must, actively, independently or collaboratively with other organizations, provide broad public awareness measures designed to locate children who may have disabilities and conduct the initial referral, evaluation and eligibility stages of the special education process. When a child is suspected of having a disability, the child must be referred to the Child Find team (commonly the special education team) for a full evaluation. This suspicion of a disability may be expressed or discerned by either the parent or by the school or by another agency (such as family services). The Child Find Duty is the charter school's/school district's affirmative duty. The parent isn't required to convince or persuade the charter school or school district to act on its already-existing affirmative duty. When a disability is suspected, the charter school or school district must formally deal with it through the special education referral process and with the Prior Written Notice requirements of 34 C.F.R. § 300.503 (b). The Child Find is always present, year-round and does not rest or stop. The Child Find applies to students in public

schools, private schools, home school programs and students who have dropped out of school. Child Find requires a formal prior written notice (“PWN”) whenever it is offered or denied. It is a right that needs to be treated formally. Special Education Teams utilize evaluation/assessment tool(s) to figure out whether a child has a disability and its programming needs. It may also be used to formally evaluate difficult or “alarming” circumstances that may indicate the presence of a disability or other causative factors. Evaluation is a powerful and comprehensive tool to sort out what is happening with a student that may involve a disability. ISB is familiar with the Child Find requirements of the IDEA. We use the requirements of a multidisciplinary evaluation as an effective tool to address complex and chronic problems when we suspect that a disability may be present or may be indicated as all or part of the concern. If the student is deemed eligible for SPED; fine. If the student is deemed ineligible; fine. Either way we have evaluation information to support our decision and support the student in benefiting from instruction and participating in school.

It is the intent of ILEAD South Bend staffing to take a deliberate approach in identifying learners with who qualify for special education under the Federal 13 eligibility criteria. Advertisement for child find services will be permanently posted on ILEAD South Bend’ website in addition to pamphlet brochure advertisement that will be provided to parents visiting the school site or through outreach community efforts with various local agencies and medical facilities.

Our Child Find efforts will provide information for parents who have concerns about the appropriate developmental progress of their child.

Parents who have concerns about the appropriate developmental progress of their child will be referred to our Learner Success Team. A multi-disciplinary team to include: the Special Education Teacher/Special Education Academic assessor, General Education Teacher of the intended grade level, and other relevant itinerant service providers such as OT, Speech, APE, D/HH, Administrator, Psychologist will evaluate the child's development and make recommendations and to develop an IEP (Individualized Education Plan) with services and supports to address any developmental delays determined in the evaluation process.

Referral Process: The iLEAD South Bend Multi-Tiered System of Supports approach will address both the pre-referral through referral process in assisting struggling learners in hopes to identify and intervene early. This process would include:

- Referral for Assessment- Parent or School
- Provide proposed assessment plan to parent and receive permission to assess along with parents rights statement
- Assess in ALL suspected areas of disability by meeting the 3 prongs of eligibility under IDEA
 1. Is there evidence of a disability?
 2. What is the adverse effect of the disability on the students education program?
 3. What is the need for "specially designed instruction” to receive FAPE?

Create an Individualized Education Program team meeting for the development of IEP if student qualifies under IDEA

- Key components of the Individualized program (IEP) include:
 - Present levels of Academic Achievement and Functional Performance, IEP annual Goals, Progress Monitoring of student progress through observation, formative, interim, and summative assessment. Student state assessment results
 - Individualized education programs (least restrictive environment)
 - Accommodations/modifications needed
 - Related Services
- IEP will be held shared with general and special education teachers, related service providers and secured for confidentiality

Section 504: The school understands that some of its learners may have exceptional needs, that are not governed by the terms of the federal special education law (IDEA), but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. The school will be aware of its responsibility for planning and implementing any such accommodations or services.

As a part of the parent/school agreement, learners identified as “at risk” in one or more subject areas will be expected to seek and participate in academic support. Learners will be identified using multiple assessments, such as the Diagnostic Reading Assessment, math assessments, portfolios, and state test scores. A variety of intervention programs and strategies will be employed to foster success for a learner in the RtI2 process. The SBCS will develop a learner support team consisting of an administrator, a teacher, an education specialist, and parents. As part of the Child Find system, learner Study Teams (SSTs) will be held monthly to review learners who are struggling academically, and/or social-emotionally. This is an opportunity to create a plan, inclusive of interventions, and to provide support and follow up. The team will focus on learners’ patterns of strengths and weaknesses to develop a plan.

ISB will have a streamlined Multi-Tiered System of Support (MTSS) process to provide early intervention and identification. Facilitators and parents will work together to identify and create a plan for learners who are having barriers to their success.

B. Instructional Program

iLEAD South Bend is an inclusive learning environment and our core philosophy is based on acceptance and embracement of all learners. We believe the attitude of our facilitators will be emulated by our learners to promote our inclusion philosophy. Our core value is structured as a collaborative team effort in providing an educational experience for all learners, including those with disabilities.

Multi-Tiered Systems of Support (MTSS)

MTSS is a prevention- based framework of team-driven, data based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

When creating a master schedule, facilitators will use state assessment data and other local measures to identify learners in need of further intervention. ISB seeks to avoid tracking through differentiating in the core classroom and creating personalized learning plans for each learner.

As a part of this model, facilitators, administrators, and Special Education facilitators will meet regularly to initially classify and monitor or move learners through identification as Tier #1 (Universal), Tier #2 (Targeted), Tier #3 (Intensive) along the continuum of support needs in the areas of academics, social emotional, and attendance-engagement. Learners identified as Tier #2 and #3 in any of the areas will be provided a variety of supports that may include differentiation in the core, and/or life skill support courses. Likewise, learners who have exceeded expectations can be scheduled into accelerated sections of core content classes, given differentiated compacted/accelerated options, and scheduled into advanced courses.

In addition to daily and weekly monitoring and support, facilitators will use the NWEA MAP interim data to determine class-wide and small-group interventions and accelerations. Learners who receive services under IDEA, GT, ELL, etc., will be viewed through a strengths-based approach and will be given careful attention during weekly team meetings. These reviews will look for universal enrichment opportunities as well as re-teach recommendations. ISB facilitators will use MTSS integrated assessment and intervention in a general education multi-level prevention system to (1) maximize learner achievement and to (2) reduce behavior problems.

Appropriate designated instructional services and related services will be provided, consistent with the learner's IEP. These contracted services will likely include speech, physical, occupational therapy, and counselor. In the start-up phase of the new school, the school leader will hire a school psychologist, for testing, and working with learners, and staff, on an as-needed basis. In subsequent years, the school will likely hire a school psychologist either full or part-time.

In addition, careful, collaborative, and inclusion preparation planning with the general and special education specialists will be in place to support learners being mainstreamed in our inclusion program. Care team members will assist facilitators to meet students individual goals and facilitate small group instruction. Facilitators will use the Multi-Tiered Systems of Supports (MTSS) for improving instruction, accessibility and outcomes for all learners.

Additional Supports: (offered based on learner/family need and available funding)

Tutoring Program: Parents play a vital role in intervention. All parents are asked to sign a school agreement, in which they are encouraged to fulfill their responsibility as a parent volunteer. Tutoring learners is among the ways to satisfy this expectation. Volunteer parents will have formalized training to become a member of the Parent Intervention Tutor Crew (PIT Crew) to tutor learners for half an hour, before or after school, in core academic subjects. The school will also welcome other members of the community who wish to become tutors. A staff member will supervise the tutoring program.

After School Success Center: An after-school tutoring center may be made available for learners needing additional support. The center may provide extra tutoring in English Language Arts and Math if need and budget allow.

Instructional Software: Learners and families will have access to online remediation and enrichment programs for use at school and home. These self-paced programs allow learners to target their specific academic needs and provide real time feedback to help them identify their areas of strength and weaknesses. The data from these programs will be used by facilitators and staff to inform classroom instruction and school-based intervention programs.

Parent University: The school will conduct classes to train parents how to help their struggling learners at home. Training will also focus on Love and Logic, and 7 Habits of Highly Effective People.

Resource Information: The school will provide parents with a list of resources, individuals, and organizations, in the community that provide tutoring, mentoring, physical and mental health services, and other programs available to them to support their child's development.

Sensory Room: A sensory room may be designated to help learners who have sensory integration difficulties will be created. This space will be equipped with sand, water, swings, and other various sensory items.

C. Monitoring and Evaluating

Learner Success Team (LST): The school will implement a Learner Success Team (LST) composed of the school director, general education and special education facilitator and other itinerant facilitators as needed. Learners who are not demonstrating success in academic areas will be referred to the LST process. This team will strategize ways to meet the learner's needs and will implement strategies within the general education setting and will mentor the parent/guardian in these strategies

The team will monitor the learner's progress through direct observation and consultation with the parent as new strategies are implemented. If the learner is still not demonstrating success after all feasible strategies have been exhausted, and if the learner's difficulty appears to possibly be caused by a disability requiring special education services, the learner will be referred for formal assessment.

The school will also monitor and evaluate the effectiveness of the school's special education program by a variety of measures. Data is collected and analyzed on school-wide, class-wide and subgroup-wide basis. Possible trends are examined and those trends are induced in the continuous improvement process for ILEAD South Bend Special Education. The School Director will determine goals at the start of each school year and then review the success of these goals prior to setting the goals for the next year. The school's annual report reviewed and approved by the ISB Board, will feature a detailed section on the achievements of learners with disabilities.

D. Graduation:

The Individuals with Disabilities Education Act (IDEA 04) requires that when a student turns 16 years of age, his annual IEP must include a discussion about transition service needs. A statement of those needs, based upon his transition assessment and future goals, must then be written into his IEP. Factors to be included are: academic preparation, community experience, development

of vocational and independent living objectives, and, if applicable, a functional vocational evaluation. The agreed upon plans must then be documented in the student's IEP. The law also requires that a statement of the student's transition goals and services be included in the transition plan. Schools must report to parents on the student's progress toward meeting his transition goals.

iLEAD South Bend recognizes it isn't enough to simply be aware that teenagers need guidance to transition successfully from high school to the next phase of young adulthood; concrete action steps must be taken to guide and prepare teens for college and/or a career, and for independent living. Without this guidance, students with learning disabilities often fail or flounder in high school and beyond.

Transition services, provided by knowledgeable educators and community resources, will be tailored to a student's goals and strengths and provide him with options and plans for his future. Special education staff will provide assistance with counseling, identifying vocational interests, educational and vocational planning, goal setting, pre-vocational skills training, academic support, and linkages to specific programs and services. This will be monitored through the learners IEP and ILP

E. Qualified Staff

The new South Bend school will remain current to developments in Special Education training through the collaboration with the Indiana Department of Education. The ISB Director will undertake the staffing process. The school leader, and governing board, will hire local Education Specialists, with special education certification, to provide services to learners, and will contract for services as needed to ensure the provision of all services required by IEPs

In addition, Special Education facilitators at ISB will participate (and be supported) in both general education and special education professional development.

Professional development will focus on comprehensive instructional approaches. The desired outcome of the professional development for the general education facilitators' will be to build capacity to: identify learners at risk, monitor learner's progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on learner's responsiveness. Facilitators will be trained in a co-teaching model approach working collaboratively to use the MTSS; for screening, formulation of specific target goals for academic and/or behavior, progress monitoring instruments, use of data-based decision making for instruction, appropriate modifications and accommodations as well as providing timely intervention to struggling learners.

iLEAD South Bend Special Education facilitators will receive professional development and training to provide services in a co-teaching model supporting general education facilitators within the full inclusion classrooms for learners from mild to moderate/severe status. Facilitators will be able to understand eligibility and identification of the 13 federal disabilities to formulate an individualized plan for the learner to include services, accommodations, modifications and intervention strategies. Desired outcome for the professional development for SPED facilitators will be:

- Understanding various models of assessments (Discrepancy, MTSS, and Pattern of Strengths and Weaknesses (PWS))
- Addressing learners not meeting state standards appropriate to their age or making sufficient progress using the MTSS researched-based intervention programs
- Understanding social and emotional behavioral considerations in the inclusion classroom to address (ABCs of behaviors), essential understanding in applied behavior analysis (ABA), mental health, and other health impaired
- Equipping facilitators to identify the continuum of options, services and placement in a Least Restrictive Environment (LRE) for each learner
- Writing Goals to State Content Standards

In addition, ALL iLEAD South Bend facilitators will receive professional development to build capacity in:

- Multi-Tiered Systems of Supports including Response to Intervention and Behavior supports
- Data analysis
- Progress monitoring
- Cultural and linguistic responsiveness
- More in-depth understanding of struggling learners
- Collaboration between General Education and Special Education Staff
- Paraeducator (Care Team) learning opportunities to support struggling Learners

3. English Language Learners

A. Identification:

Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based the administration of the Home Language Survey and the English language proficiency placement exam (WIDA Screener and the Kindergarten W-APT). The standardized entrance and exit procedures are used to determine whether a student is considered an English learner and therefore entitled to an English language development program. All students enrolling in an Indiana school for the first time, including foreign exchange students, are to be administered the Home Language Survey. Any student with a language other than English listed on the Home Language Survey is screened for English proficiency with the WIDA Screener or the Kindergarten W-APT. A student who scores below a 5.0 overall composite score on the WIDA Screener or the Kindergarten W-APT is formally identified as an English learner initial Identification Enrolling First-Time Indiana Student

- Home Language Survey (HLS) must be provided to parents for completion, ensuring that the purpose of the HLS is clearly explained.
- HLS Indicates All English A copy of the original HLS should be placed in the student's cumulative folder. No further action is required. HLS Indicates a Language Other Than English A copy of the original HLS should be placed in the student's cumulative folder. The WIDA Screener or Kindergarten W-APT should be administered to determine English proficiency. (If coming from a WIDA consortium member state, previous WIDA ACCESS or WIDA Screener/W-APT scores may be used to determine EL status)

- Student Scores Proficient on Placement Test: If the student scores proficient on the WIDA Screener or Kindergarten W-APT (5.0 or higher overall composite), the student is considered fluent upon enrollment. The student is not considered to be an English learner and does not enter a monitoring period. Student will be reported annually on DOE-LM until graduation. A copy of the placement test results should be placed in the student's cumulative folder.
- Student Scores Below Proficient on Placement Test :If the student scores below proficient on the WIDA Screener or Kindergarten W-APT (below a 5.0 overall composite), the student is considered an English learner.
- Student Identified as an English Learner will have an EL- ILP created for them. The ILP will document accommodations or strategies that the student is able to use both in the classroom and on state assessments. The student will begin receiving federally required English language development instruction and will be annually assessed for proficiency.

B. Instructional Strategies:

In addition to integrating ELL strategies throughout the curriculum, iLEAD South Bend is devoted to providing designated ELD instruction for English language learners. Learners are taught at their assessed ELD level. In addition, facilitators ensure that ELD lessons include:

- A clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose
- Language patterns and vocabulary
- Structured language practice
- Engaging topics and instructional practices

Learners in the elementary grades (TK-5) are provided with a model of instruction based upon their ELD levels. Learners at the beginning ELD levels are taught using Structured English Immersion to support them as they develop greater proficiency in English while still providing them access to the core grade-level curriculum. The core subjects are differentiated and scaffolded according to the learners' linguistic needs. Learners at higher ELD levels, as well as recently reclassified learners, are taught through the Mainstream English Instructional Program designed to increase their social and academic English fluency to approach that of native English-speaking peers. However, when needed, instruction for EL learners in a Mainstream English Instructional Program is still differentiated and scaffolded in order to ensure full access to the core curriculum.

Learners in the secondary grades (6-12) are provided with a similar model of instruction to the one outlined above. However, the more advanced nature of the academic content in these grades may lead to significant challenges for learners who are not yet proficient in English. For this reason, interventions are provided to support these learners in the mastery of content. In order to ensure adequate progress toward English fluency as well as content mastery, facilitators, the EL Coordinator, and school leaders will monitor the growth of EL learners, monitoring and evaluating the success of the individual interventions, making adjustments as needed.

The following are examples of instructional strategies, although not limited to, that will be implemented to support ELL learners in their learning:

- Anticipatory pre-reading of text
- Specially Designed Academic Instruction in English (SDAIE)
- Thematic and project-based curriculum and instruction coupled with ongoing, multifaceted assessment
- Cooperative and thematic learning environments
- Teacher delivery that contextualizes content
- A variety of interactive strategies including learner to learner, learner to teacher, learner to text, and learner to self-reflection & self- evaluation
- Identification and selection of focus concepts that integrate learner learning
- Facilitating a connection of focus concepts to learners' experiences, knowledge, and needs to know;
- Selection of scaffolds to assist learners' engagement and performance
- Continuous learner observation, monitoring, assessment, and modifications to instructional practices as needed for greater academic achievement
- Encourage free reading and the use of fiction across the curriculum to supplement related subject matter teaching
- Multicultural development and awareness, and the validation of diversity

C. Plans for Monitoring and evaluating the progress of ELL Students:

iLEAD South Bend will require students to demonstrate English language proficiency standards derived from the four language domains: speaking, listening, reading, and writing. English Learners will have a Individual Learning Plan detailing the needs of English learners at all proficiency levels and across all grade levels. The EL-ILP is a locally-created document which details strategies, instructional and assessment accommodations, modifications, and goals for the student, as well as the student's English language proficiency levels and state and local assessment data. The ILP will be revised at least once annually to reflect students' language proficiency growth, but staff will monitor and update as needed and respond to student needs. The ILP is a legally binding document, and all staff who work with the student will be responsible for its implementation.

Reclassifying English Language Learners: iLEAD South Bend has established objective exit criteria to ensure that English language learners (ELL's) are meeting the same high standards as their non-ELL peers before being reclassified or exited from their English language acquisition (ELA) program. A collaborative decision-making process is used to determine if a learner has met these criteria and is ready to be reclassified to a monitored status and no longer receive direct ELA support.

In collaboration with content area facilitators, parents/ guardians, and the learner, the ELA specialist:

- Compiles data from valid and reliable assessments and documented observations to create a body of evidence to determine whether reclassification from limited English proficient (LEP) to fluent English proficient (FEP) is appropriate.

- Provides parents or guardians with an exit letter indicating that their child is FEP and will no longer receive direct ELA support.
- Monitors the learner's progress for a period of two years to determine his or her success in the general education program.
- Formally exits the learner from the program after he or she has demonstrated academic and linguistic success during two consecutive years of monitoring.
- Schools are obligated to provide any assistance necessary to remedy academic deficits that may have occurred in other subject while the learner was focusing on learning English.

Reclassification and Exit for English Language learners with Exceptionalities: The decision to reclassify a learner who receives Special Education and ELD is made by members of the Individual Education Program (IEP) team (special & general educators, parents and the learner) as well as other individuals who are familiar with the learners performance. If a learner's disability interferes with his/her ability to meet ELL reclassification/exit criteria, the team will convene and document learner data in order to develop appropriate programming supports based on the needs of the individual learner. This may include: the learner's IEP, Response to Intervention (RtI), the learner's EL-ILP and/or WIDA results.

D. Staffing:

In order to maximize the success of ELLs, every facilitator must be skilled in scaffolding instructional experiences and differentiating assessment tasks so that all learners can participate meaningfully, as outlined in a sheltered instructional model and actions described in this plan. Facilitators will share a wide repertoire of effective strategies.

- The School Director will be responsible for the management of the ELL program. Where necessary, the site director will acquire the requisite qualifications, certifications and relevant language proficiency or will seek to hire another education team member with those credentials.
- School leadership will remove barriers, provide support, and promote the development of all facilitators, outlining their responsibilities for the achievement of each ELL and the implementation of this plan.

4. Learners Performing Below Grade Level: As a part of the parent/school agreement, learners identified as "at risk" in one or more subject areas will be expected to seek and participate in academic support. Learners will be identified using multiple assessments, such as diagnostic reading assessment, math assessments, portfolios, and state test scores. A variety of intervention programs and strategies will be employed to foster success for a learner in the MTSS process. The new school will develop a learner support team consisting of an administrator, a teacher, an education specialist, and parents. As part of the Child Find system, learner Study Teams (SSTs) will be held monthly to review learners who are struggling academically, and/or social-emotionally. This is an opportunity to create a plan, inclusive of interventions, and to provide support and follow up. The team will focus on learners' patterns of strengths and weaknesses to develop a plan.

5. Gifted and Talented Learners and Learners Achieving Above Grade Level

A. Instructional Program:

iLEAD South Bend believes in heterogeneous, diverse classrooms in which teachers differentiate learning. High achieving learners are identified by scoring in the advanced range on internally developed standardized assessments, exceeding standards on the PARCC and Smarter Balanced Assessments, reading at least one or more years above grade level and achieving mastery in all core courses with a score of 4 or an A. These learners are provided with targeted instruction and enrichment opportunities intended to meet their specific learning needs. Project Based Learning, which is a cornerstone of iLEAD South Bend educational program, lends itself to differentiation and deeper learning with accelerated pacing. The accelerated pace at which gifted and talented learners acquire information requires flexible pacing strategies such as: skill grouping during direct instruction sessions, curriculum compacting, contracting, and credit by examination.

Other examples include:

- Using different text levels in independent reading and guided reading instruction
- Allowing learners to follow passions and interests within the project's driving question (Voice/choice)
- Assigning optional challenge problem
- Vertical enrichment projects aligned to academic learning
- Activities to hone thinking, reasoning, communication and self-regulation skills
- Utilizing technology to personalize learning, allowing learners to work ahead
- Providing alternative and/or extension activities for learners who have already mastered the content being taught;
- Allowing gifted and high achieving learners to work at an accelerated pace;
- Providing opportunities for learners to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the learner and facilitator;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and learner work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program. The progress and success of this subgroup of learners will be overseen by the School Director.

B. Plans for Monitoring and Evaluating:

To ensure high performing learners are provided enrichment, facilitators consistently analyze learner data and performance to inform their instructional focus and promote appropriate opportunities for individualization for all learners.

All learners, including identified GT learners will have an Individualized Learning Plan (ILP) to serve as an academic and career tool and a record towards meeting that learners individual needs. Identification is essentially a needs assessment, because gifted children often require instruction at a different level and pace than their age-peers. The identification process may be

initiated by learners, parents, facilitators, or other personnel. Gifted learners' strengths usually lie in specific areas, i.e., not all gifted learners are advanced in every area. It is also possible for gifted learners to be "twice exceptional," meaning they have a learning challenge in addition to being gifted.

The ILP is maintained by the facilitator and will be reviewed with the learners and parents at least once a year, usually during parent/facilitator conferences and subsequent follow up meetings if needed. During this review, parents have the opportunity to ask questions and ensure that steps are being taken to help the child reach his or her potential and that the ILP reflects the child's unique needs. The facilitator initiates and updates the ILP as needed, documenting evidence throughout the year describing the accommodations and progress towards goals.

C. Staffing:

To further the school's ability to meet the needs of Gifted and Talented Learners, iLEAD South Bend will employ educators with training and expertise in gifted education. The iSB education team will design gifted programming options, relying on input from a steering committee of school leaders, the iLEAD South Bend parent association and other key stakeholders.

Admission Policy and Criteria

1. Upon charter approval, iLEAD South Bend will widely publicize the opening of the school ensuring the families of learners from all ethnicities, SES levels, and academic backgrounds are made aware of the school choice option that iLEAD South Bend will provide. Marketing will promptly begin in the South Bend School District. The Charter School will make every effort to ensure the enrollment of the school reflects the demographics of the local district through the use of the following strategies:

- Advertisements on the school's website and social media page(s)
- Advertisements in the local, state, and /or regional newspapers, both print and digital editions
- Advertisements in the bulletins for local churches and community organizations
- Recruitment events at local venues, including child care facilities
- Recruitment efforts at community events within the South Bend School District community
- Recruitment efforts will be strategically designed to include neighborhoods in which historically underserved learners reside
- Develop partnerships with local and state agencies that work with families and youth to share information and aid recruiting efforts
- Collaborate with local agencies to recruit at showcases and fairs and to disseminate information
- Display and/or distribute school information at agencies and offices frequently visited by families with school-aged children

2. Please see Attachment 5 for enrollment and student recruitment

Student Discipline

1. Philosophy: iLEAD South Bend model philosophy on discipline emphasizes a positive approach, in which the learner is gradually led towards self-discipline. Learners are expected to behave in a respectful way towards their facilitators, any adults, their classmates, and towards the property of others. Learners will be approached in a respectful manner and asked to comply with the standards of behavior. It is also a worthy goal that all students possess a clear understanding of how their actions affect others. When students act in thoughtless or harmful ways, the entire community suffers. The new school will work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. Everyone in the learning community will be equipped with conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. Learning will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

2. *Please see Attachment 6 for full Discipline Policy*

Parent & Community Involvement

1. The marketing team will assist the local school planning committee and will engage in extensive efforts to inform families in the South Bend Community School Corporation, and their neighboring communities, regarding the new school. The team will perform a comprehensive outreach campaign to local schools, community-based organizations, businesses and faith-based organizations in order to raise awareness about the upcoming school in the community. Dedicated website and social media pages have been created that, in addition to serving general outreach purposes, will also assist in generating interest and intent-to-enroll lists. Once the school opens, there will be open houses conducted and other events at the school; materials distributed, and hosted information sessions at daycare centers, Head Start programs, after school programs, and youth centers. The outreach materials will highlight the services for learners with disabilities and English Language Learners; these materials will be translated into other languages, as needed. TV, Radio, Newspaper ads, billboards, and mailings will potentially also be included in the marketing plan.

2. We believe that a high level of parental involvement and community engagement efforts is critical for the development of a successful school. We understand that the sustainability of the school depends on engaging the parents and retaining students in a mean involvement also plays a vital role in students' academic achievements thereby help promote South Bend Charter School's success. Upon approval, iLEAD South Bend will rely on the support of the growing parent community to continue to increase awareness and drive enrollment. Parents and community members will be actively involved in hosting informational sessions, attending events on behalf of iLEAD South Bend, and meeting with community leaders. The parent group and community leaders will play an active role in planning and implementing school sponsored events to bring the greater South Bend community to iLEAD South Bend. This will be done through things including, but not limited to tours of the campus, school-wide events such as family pizza night, pancake brunch, fun and interactive open house events that provide the community an opportunity to engage in real world project based learning experience, and guest presenters like Thom Markam, Founder of PBL to educate the community. As a pioneer school in project-based education iLEAD

South Bend believes that families are integral partners in a successful learning process. Because iLEAD South Bend embraces being a unique learning model, Project-Based Learning (PBL), we want our families to understand the Why, What, and How of PBL. We strive for our families to become active participants alongside their children and their school community. Each month iLEAD South Bend will offer Parent University Workshops to have deep conversations and guide the families and community through the process. Joining together experts in the field and members of the iLEAD South Bend team that will guide the families through the process and answer pertinent questions.

3. Engaging Parents in School Life: After iLEAD South Bend opens its doors families will have many opportunities to support the school and their children throughout the year. Parents can actively sit on the Board of Trustees, attend coffee with the director monthly to get latest updates, and participate in any required parent groups.

Parent Surveys: iLEAD South Bend realizes that the parents play a vital role in the developing the whole child. The partnerships between parents, learners, facilitators, and school leaders is vital to a successful learning environment and school culture. iLEAD South Bend will engage parents in regularly scheduled surveys. These surveys are designed to give parents a voice in improving iLEAD South Bend and finding ways to increase academic excellence and support for all students.

Please see Attachment 7 for Parent Satisfaction Survey

Parent Action Committee- Provides parents opportunities for parents to become involved at iLEAD South Bend: The goal of the Parent Action Committee is to support the school by providing assistance for the staff and learners through volunteering and event planning. The PAC meetings are held once a month for families to hear about upcoming events and volunteer in various ways that are needed. It is also a great opportunity to connect with other families and help build a solid school community.

PAC Co-Chairs (2 parents)
PAC Team Secretary <ul style="list-style-type: none"> • Takes minutes at PAC Team meetings • Maintain PAC Team Calendar • Handles PAC correspondence as directed by the PAC Team • Maintains and preserves PAC records and important documents to pass on at the end of the school year
PAC Team Treasurer <ul style="list-style-type: none"> • Maintains permanent records to track funds raised by the PAC Team • Supports creating event budgets • Prepares reports with fundraiser results

PAC Fundraiser Coordinator

- Works with PAC Team to create, plan and organize fundraising activities
- Focuses on raising the amount of funds needed to meet the school's needs and wants (this could be in dollars or in-kind donations)
- Presents reports on proposed fundraising activities at PAC meetings for approval
- Fundraising Options – There is a broad range of options for fundraisers. They include organizing product sales, providing services, promoting ‘Give Back’ programs and soliciting donations from the community
- When you create a fundraising plan, consider what format might work best: an in-person activity or a virtual fundraiser. Think about the duration of a fundraiser and if an ongoing activity or short-term event is a good fit.
- Keep in mind that PAC should use the 3-to-1 Rule. For every fundraiser, PAC Event Team organizes three, non-fundraising activities to grow family engagement and home-school partnerships.
- Before identifying the best date/time for your fundraiser, look at PAC and school calendars to see what holidays and other activities are already scheduled.
- Fundraising Examples - Book Fair | Recycling | Holiday Boutique | Community Garage Sale | Arts and Crafts Fair | Fall Festival | Valentine/Friendship Grams | Plant and Flower Sale | Walk-A-Thon | Snack Bar

PAC Team Passive Fundraiser Coordinator

- Works with PAC Team to create, plan and organize the passive fundraising campaigns for your iLEAD campus - Passive fundraising provides funds to iLEAD when families make purchases or take some other desired action. These loyalty programs normally require a one-time sign-up
- Possible passive fundraisers are: Boxtops for Education; Tyson Project A+; Shutterfly Storefront, Ralphs, Kroger, etc.
- Communicate the passive fundraiser platforms and sign up processes to PAC LEAD Classroom Liaison to share with each Classroom Liaison
- Provide iLEAD School code and all enrollment details necessary for passive fundraiser campaign enrollment
- Make sure that passive fundraising programs are shared with new families, and constantly remind current families with notices in the Monday Message or a flyer in learners backpacks
- If a company has provided promotional material such as posters or sample packs, use them to advertise the programs on your iLEAD campus or offer giveaways during the year to increase awareness
- Collect materials if needed (ie. Boxtops etc.) and submit them to the necessary vendor/company to obtain funds for your iLEAD School

PAC Team School Events Coordinator

- Collaborates with PAC Team, School Director and Facilitators to plan, organize, and implement Events for the school year
- Develops annual Events Calendar and presents it at PAC Team meeting for approval
- Publicizes and promotes approved Events using Monday Message, website, social networks
- Volunteers - Oversees and delegates volunteer recruitment for implementing and running Events
- Community Engagement – Involve students, families, school staff and community partners in Event preparation and activities.
- Event Insurance – Ensure that every Event meets iLEAD Schools insurance requirements for allowable activities.
- Publicity – Prepare and send notices for iLEAD Events publications to other PAC Teams within the iLEAD District and to local media. Work with PAC Classroom Liaisons to use phone trees, backpack flyers, email blasts, and social networking to widely distribute Event information to school's families and the community
- Maintain an Event procedure book, noting what worked and what didn't work, ideas for future Events, copies of correspondence and Event flyers, program resources and references.

PAC Team Spirit Wear Coordinator

- Collaborates with PAC Team, School Director and Facilitators to plan, organize, and implement Spirit Wear ideas for the school year
- Work with PAC Team and vendors to design and produce Spirit Wear
- Approve artwork and press print samples from shirt vendors
- Manage the ordering process to optimize cost savings with vendors
- Communicate Spirit Wear being offered, the order process and deadlines to Facilitators, Learners, and Parents
- Collect orders and payments Facilitators, Learners and Parents and keep accurate records
- Place the order with shirt vendors
- Inventory Spirit Wear all incoming orders when received
- Distribute Spirit Wear upon receipt to Facilitators, Learners, and Parents
- Follow up with the vendor on incorrect orders or issues
- Submit a report to PAC Team summarizing Spirit Wear program and funds raised

PAC LEAD Classroom Liaison

- Welcome – Develop and implement an outreach plan to introduce yourself, welcome Classroom Liaisons and provide a general overview of why the parent involvement in the classroom matters and what it looks like at your school
- Works with the School Director and Facilitators to coordinate Classroom Liaisons at the school to build stronger family-school partnerships to support student success
- Collaborates with the Classroom Liaisons to support the needs and wants of the Facilitator, learners, classroom, and school.
- Contacts – Maintain a list or database with the names and contact information of Facilitators and Classroom Liaisons
- Connect – As PAC LEAD Classroom Liaison, keep communication open with all Classroom Liaisons providing information for Parents and Facilitators and providing information/reports at PAC Team meetings during the school year.

PAC Classroom Liaison

- Collaborates with Facilitators to identify how Classroom Liaisons can support classroom activities, field trips, celebrations, and other needs and wants of the Facilitators, learners, classroom and school.
- Possible sample questions for Facilitators:
 - What is the best way to communicate, and how often should you connect?
 - What are the snack/celebration guidelines for the classroom?
 - What supply donations is the Facilitator in need of?
 - What tasks does the Facilitator need support within and out of the classroom?

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other iLEAD South Bend will work closely with area businesses, Ball State University and the Chamber of Commerce to promote school-community relationships. iLEAD South Bend has established a partnership with the YMCA of Michiana. This partnership has the opportunity to establish before and after school programs for the learners. iLEAD South Bend has also connected with the D.A.R.E. program in the neighboring Mishawaka community. Upon approval, the school will implement the program through the Mishawaka police station. iLEAD South Bend has also developed a relationships with the local organization called Transgender Resources Education and Enrichment Services (TREES Inc.). This organization provides educational resources for the transgender community. Upon approval, iLEAD South Bend will continue to grow community partnerships to enrich the learners and their families.

Please refer to Attachment 7 for Evidence of Support

Educational Program Capacity

1. The key members of iLEAD South Bend who will is comprised of six outstanding individuals, who bring a variety of skills necessary for the success of a new community school in South Bend.

Kelly Dyer is the applicant, and also a part of the Founding Group. Kelly is a licensed Spanish teacher in the state of Ohio, and brings experience from brick and mortar, as well as six years teaching at ECOT (Electronic Classroom of Tomorrow). At the closing of ECOT earlier this year, Kelly was hired, full time, by iLEAD Schools Development as the “Midwest Development Coordinator.” Kelly will take an active, supportive role, and provide a strong presence with learners and community outreach, during the first year of the new school opening.

Monique Meyers is the Regional Outreach Coordinator. She has played a pivotal role in the pre-authorization process. Monique draws upon her experience as Director of Business for Follow the Eyes, and Account Executive for WTOL a local Ohio news station to ensure financial viability. Her familiarity with budgets and Marketing will be an asset to South Bend Charter School, especially in this pre-authorization phase. Monique also brings her experience as a teacher and Assistant Director as she continues to contribute to our vision and mission of iLEAD schools.

Kristan Van Houten is a Regional Outreach Coordinator for iLEAD Schools. She has been with the organization for close to five years and in that time has assisted with multiple school and program openings both in California and nationally. Her history in Community Service, working with nonprofits and engaging families is vital to the success of iLEAD South Bend. She resides in the Midwest and manages marketing, community connection and outreach, event planning and family engagement for a large portfolio of schools within the iLEAD network, most in California. Kristan has supported successful enrollment for four iLEAD campuses. She has supported school site renovations as a project manager, supported campus openings as a registrar and office manager and has been an iLEAD parent for the past 5 years of now four learners. Working collaboratively, Kristan and the team have engaged many community connections and interested families in South Bend.

Ben Thomas is currently the Director of Development of Mosaic Health & Healing Arts, a local nonprofit. He recently graduated with a master's of social work with a concentration in mental health and addictions. He brings grant writing, fundraising, program quality measurement, and process quality improvement experience. As a passionate South Bend native, he is excited about bringing a new charter to South Bend to add educational opportunities to the city he loves.

Yolanda Turner-Smith is a Mechanical Engineer, who has been active in the charter school movement since 2011. She has participated on boards, founded a charter school, and has served as a school leader. All of her children are a product of charter schools. She is a graduate of the University of Notre Dame with a degree in Mechanical Engineering, and Master of Business Administration from Indiana Wesleyan University. She currently works at Collins Aerospace as Sr. Project Engineering Manager. She is an active member of National Society of Black Engineers, and is focused to helping all children learn and gain exposure to STEME (science, technology, engineering, math, an entrepreneurship). She brings her unique board experiences, passion for project based learning, entrepreneurial spirit, and ties to the community.

Dawn Evenson is the co-founder of iLEAD Schools and brings the bulk of the education piece that lies behind the model and its success. Her experience in education is one that is both impressive and aligned to the needs of talents that are needed for building a school's strong foundation. Dawn draws on her experience of not only being a founder of iLEAD but, Dawn brings

skills she learned as an elementary teacher, principal, founding principal, and CEO of iLEAD. Both Amer and Dawn reside in California, however, their knowledge and skills behind new school openings is pivotal to the success of South Bend Charter School. Both are part of the many successes of the existing iLEAD schools, located in California, Hawaii, and Ohio.

Linda Krystek is Director of Curriculum, Instruction & Assessment with a demonstrated history of working in the primary/secondary education industry including both site-based and independent study programs. Skilled in creating curriculum and delivering professional development in K-8th Balanced Literacy including Early Literacy, Reading and Writing Workshop, Inquiry-based Mathematics, Social-Emotional Learning, Classroom Management, and Project-based Learning. Expertise in school accountability including assisting with WASC (Western Association of Schools and Colleges) an academic body that grants accreditation to public and private universities, serving as the CELDT/ELPAC LEA Coordinator, California Dashboard Coordinator, CAASPP (California testing agency) LEA Coordinator, and MAP NWEA District Coordinator, as well as experience in supporting the charter school petition and renewal process. Strong education professional with a Master of Education (M.Ed.) in Educational Leadership and Administration from Western Governors University.

2. School Director: The School Director is the primary administrator of the School’s program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The process used to find an effective School Director is known as Leadership Cafe. The purpose is to get to know the candidates well, observe their communication styles, and gain insight into their leadership abilities. Each candidate presents a “Ted Talk”, either by sharing a Ted Talk video or presenting their own. During lunch, candidates and participants continue the process of getting to know each other, with the purpose of ensuring a “good fit”. In the afternoon, informal interviews take place with stakeholder groups such as parents, Board Members, directors and leaders, and learners. At the end of the day, candidates debrief their experience.

Participants share perceptions and observations regarding the candidates’ leadership qualities. After contacting references, the Governing Board ultimately makes the final decision for offering a contract.

iLEAD has 6 schools on the west coast in California, one in Hawaii, and one in the Midwest, and continues to prepare teacher candidates to be qualified school leaders, and routinely transfers school leaders within their network when opening new schools. Additionally, iLEAD South Bend posts any open school director positions with local universities to seek out the most qualified candidates.

3. Outside Organizations: There are no outside agencies assisting in the development of iLEAD South Bend.

4. *Please see Attachment 8 for Job Description*

5. The School Director along with members of the leadership team will possess the necessary state certification and the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the iLEAD South Bend my academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively and participate as lead learner within a team environment
- The ability to communicate effectively with staff, learners, parents/guardians, community, private partners and outside agencies to better meet the needs of the learners in the school
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to make informed, objective judgments
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The ability to connect with and support children
- The ability and desire to inspire greatness in others

Administrative Competencies

- The ability to create and maintain a safe, orderly, positive and effective learning program
- The ability to annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and learners

There are no leadership candidates at this time.

6. Kelly Dyer, iLEAD's Midwest Development Coordinator and Monique Myers, Regional Outreach Coordinator will work on the development of iLEAD South Bend. These duties fall under Kelly's and Monique's job descriptions thus included in their salary package.

Section 2. Operations & Capacity

Network Vision, Growth, & Plan:

1. While our plan is to open a network of successful schools within Indiana, our primary focus is to make iLEAD South Bend a vibrant and thriving school committed to student learning. In the first years of iLEAD South Bend's development team will research other locations within South Bend and the whole of Indiana to determine the optimum location for our next school endeavor, as those sites have yet to be determined. Our ultimate goal is to have an Indiana network of schools to take advantage of the economy of scale with procurement, compliance, administrative and support personnel, as well as professional development events.

2. The iLEAD South Bend Board of Trustees recognizes that iLEAD's portfolio has 6 schools in California and Hawaii with a model that has been successful. iLEAD has actively expanded into the Midwest, with the first location in Northwest Ohio, to bring their project based learning model into areas that would benefit from this choice in education.

3. iLEAD Schools Development is an Education Service Provider (ESP) with a proven track record of success, serving approximately 5,000 learners across three states. In its 10th year of operation, iLEAD has developed a unique school design and as well as the systems, processes and infrastructure to ensure the success of all schools in the network. The iSD team has multiple years of experience in the following areas:

- Project-Based Learning and STEAM (Science, Technology, Engineering, Arts, Math)
- Coaching and ongoing support for leaders
- Extensive initial and ongoing professional development provided to facilitators
- Emphasis on social/emotional development
- Budgeting/forecasting
- State and government compliance/reporting
- Payroll, insurance
- Accounts payable/receivable
- Attendance and reporting
- Authentic parent involvement
- Instructional program based on research and best practices
- Innovative learning environment design
- Experience in facility acquisition and lease negotiations
- A culture characterized by caring, compassion and respect
- Marketing: social media, website design, advertising, brochures, communication
- A proven track record with meeting enrollment projections and establishing waitlists
- Back office including budgeting/forecasting, state/government reporting

iLEAD Schools Development is comprised of a team of highly experienced, passionate educators and experts from various fields - facility, finance, marketing & outreach, education, governance, etc. This team will provide human resource support during the pre-authorization and pre-operational phases when resources are most limited, before funding becomes available, and as the board builds capacity. The team will draw upon the organization's established systems and track record of success to support the school during the Planning, Launch and Operating Phases.

4. Facilities- we have learned that when opening a new school it is prudent for us to seek facilities in our identified communities that can be leased with the option to purchase. Additionally, the availability of start-up funds and implementation dollars in various states has also assisted in developing a new school. Secondly, because of the unique nature of our instructional model, the availability of qualified instructional staff has created issues for us previously. We have overcome this, despite the teacher shortage, by seeking qualified candidates and providing them with intensive professional development and teacher training.

5. The Board of Trustees for the iLEAD South Bend is strongly considering the iLEAD Schools Development company because of its unique academic approach to educating students that includes project-based learning, educating the whole child, and an online blended learning component. iLEAD Schools Development has successfully operated network of schools in California, Hawaii, and Ohio. Development of these schools has given us insight into minimizing risks by implementing our solid start up and implementation plan.

6. Annual Reports

Please see Attachment 10

Network Management

1. Development Team

The founding group of iLEAD South Bend is comprised of five remarkable individuals, who bring a variety of skills necessary for the success of a new community school in Indiana. They are as follows:

Kelly Dyer is the applicant, and also a part of the Founding Group. Kelly is a licensed Spanish teacher in the state of Ohio, and brings experience from brick and mortar, as well as six years teaching at ECOT (Electronic Classroom of Tomorrow). At the closing of ECOT earlier this year, Kelly was hired, full time, by iLEAD Schools Development as the “Midwest Development Coordinator.” Kelly will take an active, supportive role, and provide a strong presence with learners and community outreach, during the first year of the new school opening.

Monique Meyers has played a pivotal role in the pre- authorization process. Monique draws upon her experience as Director of Business for Follow the Eyes, and Account Executive for WTOL a local Ohio news station to ensure financial viability. Her familiarity with budgets and Marketing will be an asset to South Bend Charter School, especially in this pre-authorization phase. Monique also brings her experience as a teacher and Assistant Director as she continues to contribute to our vision and mission of iLEAD schools.

Kristan Van Houten is a Regional Outreach Coordinator for iLEAD Schools. She has been with the organization for close to five years and in that time has assisted with multiple school and program openings both in California and nationally. Her history in Community Service, working with nonprofits and engaging families is vital to the success of iLEAD South Bend. She resides in the Midwest and manages marketing, community connection and outreach, event planning and

family engagement for a large portfolio of schools within the iLEAD network, most in California. Kristan has supported successful enrollment for four iLEAD campuses. She has supported school site renovations as a project manager, supported campus openings as a registrar and office manager and has been an iLEAD parent for the past 5 years of now four learners. Working collaboratively with the team have engaged many community connections and interested families in South Bend.

2. By creating a Midwest Regional Network of schools iLEAD South Bend will share instructional personnel, compliance support, and upper level administrative staff. Additionally, iLEAD South Bend will seek the support of South Bend Community Schools Corporation and Ball State University.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Linda Krystek	School Director, Board of Trustees
Curriculum	Linda Krystek	School Director
Professional Development	Linda Krystek	School Director/ Admin
Data Management and Interim Assessment	IT Systems Design and Support Back Office	School Director
Promotion Criteria	Erin Jones	Board of Trustees
Culture	Dawn Evenson	Leadership
Budgeting, Finance, and Accounting	Kelly O'Brien	Operations Manager, Board of Trustees, Accountant, School Director
Student Recruitment	Monique Myers, Kristan Van Houten	Leadership, Operations Manager
School Staff Recruitment and Hiring	Kelly Dyer	School Director, Board of Trustees

H/R Services (payroll, benefits, etc)	Back Office	Operations Manager, Admin
Development/Fundraising	Monique Myers, Kristan Van Houten	Operations Manager
Community Relations	Monique Myers, Kristan Van Houten	Leadership
I/T	Back Office	Operations Manager
Facilities Management	Elaine Williamson, April Cauthron	Operations Manager
Vendor Management/ Procurement	Back Office	Operations Manager
Other operational services, if applicable	Back Office	Operations Manager

4. Organizational Chart

Please see Attachment 11

Governance

1. The Board of Directors of the iLEAD South Bend will provide the governance function which encompasses general oversight, planning, policy-making and fiduciary obligations. The board members will carry out their statutory responsibilities associated with operating the proposed charter school in an efficient and ethical manner in compliance with local and all other applicable state and federal laws and regulations. set policy, establish and approve procedures, maintains sound fiscal standards, and remains financially viable, and ensure compliance with Indiana Charter laws and terms of the Charter Contract. As a governing board, members of the iLEAD South Bend will be responsible for the organization and control of the school and is empowered to determine the policy necessary for the effective operation and general improvement of the school. The Board, as a public entity, may take action only during a meeting in official public session, when a quorum is present.

Governance Structure

The Board has the ultimate authority regarding the school operations. However, no member of the Board will be involved in the day-to-day operation of the school. The Board will approve budgets.

Legal Status and Governing Documents

iLEAD South Bend believes in a policy governance model. The primary and most important role of the board is to: Set the mission, vision and goals for the school and to ensure long term adherence to the mission and vision of the school.

iLEAD South Bend believes in a policy governance model. The primary and most important role of the board is to:

- Set the mission, vision and goals for the school
- Ensure long term adherence to the mission and vision of the school
- Approve the school's annual budget and oversee the fiscal affairs
- Hire and monitor the school leader

If approved, iLEAD South Bend would be a Indiana Public School Academy governed by a Board of Directors comprised of volunteer community members formally appointed to public office by the Board of Trustees of Ball State University the charter authorizer. The Board intends to contract with iLEAD Schools Development Team for day-to-day operations of the school, including the educational program, materials and equipment, and personnel. The Board will hold iLEAD Schools Development Team accountable for the academic achievement of students, the organizational stability of the school, and proper stewardship of public revenues. South Bend Charter School will seek individuals from the community with various backgrounds that can contribute to the success and growth of the new school.

Characteristics of possible Board members include passion for the school's mission, experience in making tough and wise decisions as people in leadership roles do on a daily basis, someone that can devote the time it takes to not only attend meetings but any additional projects that need the attention of the board. SBCS will also look for candidates that understand sophisticated legal, financial, or business issues ensuring that our organization is successful, not just from an operational perspective, but from administrative and regulatory perspectives as well.

Articles of Incorporation

Please see Attachment 12

Statement of Assurance

Please see Attachment 13

Governing Board:

Conflict of Interest forms are in progress and will be submitted to Ball State.

2. Governance Structure: both network and individual school level

A. iLEAD South Bend will have one Board of Directors to serve their founding school, as well as any additional facilities that might be sought in the future.

B. iLEAD South Bend will seek 5 members of the community to serve on their Board of Directors.

C. In order to ensure the mission and vision of the school is upheld, the Board will:

- Hire, evaluate and, if necessary, terminate the School Director of the school
- Hold the School Director of the school accountable for meeting the goals set by the Board
- Build connections between the school and the broader community
- Write, review, and approve all policies for the school including personnel, fiscal, and operational policies
- Establish an annual budget and monitor adherence to the budget
- Ensure that the school has the financial resources needed to fulfill its mission including supporting fundraising activities
- Recruit, cultivate and elect new board members
- Elect officers
- Appoint committee members
- Ensure compliance with all applicable state and Federal laws including open meetings laws
- Evaluate the work of the board through an annual evaluation process
- Evaluate and negotiate the contract with the Education Service Provider

The Board delegates to the School Director all duties associated with the day-to-day management of the school including:

- Hiring, evaluating and, if necessary, terminating staff members
- Selecting, implementing and evaluating the school's curriculum
- Overseeing all operations
- Administering the finances of the school in compliance with the fiduciary policies set by the Board and in accordance with the annual budget set by the Board.

d. The iLEAD South Bend Board of Directors is specifically designed to maximize educational and operational success. Members may include educational leaders, military personnel and former educators, attorneys with business background who have a passion for teaching young people about potential career fields. Some of the members may have prior experience in serving in non-profit organizations and on other Boards.

3. Identified Board Members

Full Name	Current Job Title and Employer	Position
Benjamin Thomas	Director of Development: Mosaic Health and Healing Arts	Board Member
Yolanda Turner-Smith	UTC: PWEH Project Engineering Manager	Board Member

Board Member Information Sheet

Please see Attachment 14

4. Not applicable

5. Board members will be selected based, in part, on their commitment to the school vision and will be asked to reflect on that mission and vision when making important decisions about the school. The Board understands that iLEAD South Bend has been created to serve learners and at all times will consider the best interest of learners as they make decisions affecting the school. Characteristics of possible Board members include passion for the school's mission, experience in making tough and wise decisions as people in leadership roles do on a daily basis, someone that can devote the time it takes to not only attend meetings but any additional projects that need the attention of the board. iLEAD South Bend will also look for candidates that understand sophisticated legal, financial, or business issues ensuring that our organization is successful, not just from an operational perspective, but from administrative and regulatory perspectives as well.

The Nominating Committee will create a long- term succession plan for the Board. This project will identify the long-term needs of the Board in terms of experience and skills and create a formal recruitment plan. The Nominating Committee will receive input from the stakeholders prior to submitting its nomination(s) to the full Board. The names of all persons so nominated shall be submitted to the board of directors, which shall select the person or persons to serve as such directors from those nominated. Vacancies will be filled by a majority vote of the remaining directors from a list of nominations made by the Nominating Committee. In addition, the Nominating Committee will strengthen the Board's onboarding process and create a formal development plan

6. Conflict of Interest Disclosure Statements are intended to help iLEAD South Bend officers and members of the Board of Directors ensure that they are not compromising their ability to act in the organization's best interest by placing themselves in a position of an actual or potential conflict of interest.

Code of Ethics/Conflict of Interest Policy: *Please see Attachment 15*

7. Since the iLEAD South Bend board is a self-perpetuating board. The Board will establish a Governing/Nominating Committee composed of a director and the applicant. The Nominating Committee will create a long- term succession plan for the Board. This project will identify the long-term needs of the Board in terms of experience and skills and create a formal recruitment plan. The Nominating Committee will receive input from the stakeholders prior to submitting its nomination(s) to the full Board. The names of all persons so nominated shall be submitted to the board of directors, which shall select the person or persons to serve as such directors from those nominated. Vacancies will be filled by a majority vote of the remaining directors from a list of nominations made by the Nominating Committee. In addition, the directors from a list of nominations made by the Nominating Committee will strengthen the Board's onboarding process and create a formal development plan.

In order to achieve long-term sustainability, the importance of a motivated, compliant, highly-functional Governing Board is critical to the overall school. iLEAD South Bend will look to the authorizer for leadership and board training. iLEAD Schools Development will offer to provide the board members continuous improvement and ongoing training to assist them in fulfilling their responsibilities to act as stewards for the charter school. If desired, the Board will receive annual appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full board training sessions with legal counsel, or other experts familiar with public school governance, and/or training sessions with community school governance experts, and include topics such as; Conflicts of Interest laws and rules, community school finance, monitoring learner achievement, and roles and responsibilities of the board. Board and staff members may also attend trainings and conferences, with topics such as facilities management, policy development, governance, team building, fundraising, measuring school and learner success, and other best practices. Training and education for new board members is also critical to ensure that these new members fully grasp their responsibilities, as board members, and develop the requisite expertise, in public school oversight and monitoring, to be effective. New board members will also have the opportunity to go through an initial orientation and attend supplemental training sessions, in areas where they lack experience and/or knowledge. Additionally, an annual Board Retreat is offered, which takes place in California, where board members spend a few days touring Network schools, attending professional development opportunities, collaborating, and making meaningful connections with other school boards, school faculty members, and staff.

8. Background Checks for Potential Members

iLEAD South Bend will enlist the services of Indiana State Police database to help with potential board members and will complete all necessary background checks.

Advisory Bodies

iLEAD Schools Development is respected by educational professionals and consultants nationwide and is a proven leader in project-based learning professional development. iSD continues to seek wise counsel for their organization. Among the advisory council members sits renowned leaders in education including Ted Fujimoto, founder of the Right to Succeed Foundation; Thom Markam, founder and CEO of PBL Global, Dan Condon, Associate Director of Professional Development at Eagle Rock School and Professional Development Center, and Patrick Beausoleil, Vice President of High Mark School Development; Rusty Citron, founder of The Actors Hall of Fame; Andrew Hetzel, Vice President of Marketing at Lewis Operating Corporation; Benson Sainsbury, President and Director of InSite Charter School Services, Inc; Senta Greene, Founder and Executive Leader at Full Circle Consulting Systems, Inc.; Sidney Morrison, Leadership Coach.

iLEAD South Bend will continue to develop an advisory council in the form of committees to work with the Board of Trustees. These committees are as follows:

iLEAD South Bend Advisory Council Members

Consists of Active Board Members, Parents, and Community Volunteers

Building and Facilities

Objective: Work with iLEAD and the General Contractor (GC) to ensure the building is built to specifications, on budget and on-time

- Interview and hire GC
- Review architectural plans/confirm final specifications
- Ensure Gantt chart milestones are being met
- Ensure local officials (fire, police, building code, town code, etc.) are engaged and informed
- Ensure Certificate of Insurance (COI) achieved on-time
- Other items as assigned by the School Board or the School Board Chairman

Curriculum

Objective: Work with iLEAD to ensure the curriculum meets all Indiana requirements while ensuring a robust learning experience for our learners

- Assume responsibility for ensuring that students are achieving at the highest levels
- Agree on a definition of academic excellence for the school
- Understand how student achievement is measured at the school and build a board-wide understanding of the most critical measures
- In partnership with the School Director, monitor student achievement by reviewing and analyzing external, standardized tests and internal assessments, deeply understanding the factors affecting performance data and sharing updates with the full board
- Evaluate student achievement at the school in comparison to other schools and national standards
- Verify that school administrators use student data constructively and routinely to inform decisions
- Recommend targeted changes to the academic program if student achievement is lagging
- Identify strategic and long-term challenges to the academic program before they become urgent issues
- Other items as assigned by the School Board or the School Board Chairman

Student / Parent Outreach

Objective: Have 200 learners enrolled for the 2019-2020 academic calendar

- Social media push
- TV exposure
- Hold monthly open house events involving parents and learners
 - Hold most events within a 20-minute drive of the school site
 - At the school, once it is ready
 - Make them fun and engaging events
- Telephone/e-mail parents to get interested applicants converted to an enrollment application
- Other items as assigned by the School Board or the School Board Chairman

Diversity and Inclusion

Objective: Strive to meet the diversity of the demographic in the surrounding school district

- Social media push

<ul style="list-style-type: none"> • TV exposure • Present at elementary/middle schools with diverse populations in areas near the district • Recruit via Boys/Girls Club, Boy/Girl Scouts, Big Brothers/Big Sisters, African American clubs, Hispanic American clubs, Asian American clubs, and others • Other items as assigned by the School Board or the School Board Chairman
<p>Hiring Director</p> <p>Objective: Work with iLEAD toward hiring the School Director</p> <ul style="list-style-type: none"> • Interview and hire the School Director • Ensure School Director fully understands iLEAD culture, goals and Project-Based Learning (PBL) philosophy • Other items as assigned by the School Board or the School Board Chairman
<p>Corporate Fundraising / Outreach</p> <p>Objective: Partner with the corporate community toward promoting the school's goals and raising additional money</p> <ul style="list-style-type: none"> • Work with small business owners, politicians, educational facilities, private donors and large corporations/companies • Offer naming rights for a fee • Arrange social events to encourage camaraderie and donations • Set donation goals on an annual basis • Establish opportunities for learners to engage with companies, individuals, etc. toward enhancing the educational experience (lectures, field trips, experiments, etc.) • Other items as assigned by the School Board or the School Board Chairman
<p>Finance</p> <p>Objective: Oversee the review of all financial policies and ensure conformance with all federal and state mandates as informed by iLEAD Schools Development.</p> <ul style="list-style-type: none"> • Review and consult with School Director about all financial matters for the school division to include: <ul style="list-style-type: none"> ◦ Formulation of the Capital Improvement Plan (CIP) ◦ Formulation of the Five-Year Forecast ◦ Review of all year-end reconciliations for all funds and year-end carryover requests ◦ Annual financial budget development and presentation ◦ Review of Independent Audit Reports ◦ Recommend actions to the full School Board based on Committee meeting discussions • Other items as assigned by the School Board or the School Board Chairman

Grievance Process:

Concerns are addressed at the building level. First starting with the facilitator, then the School Director, and then the governing board. If the school or school governing board fails to address the grievance, or if parties involved believe additional notification is warranted, you may contact Ball State University regarding complaints.

School Management Contract:

Please see Attachment 16

Human Capital

Network-Wide Staffing:

Proposed Staffing Plan

	Staffing Assumptions				
	2019/20	2020/21	2021/22	2022/23	2023/24
Staff FTES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
School Leadership - Director	1.0	1.0	1.0	1.0	1.0
Leadership Resident	0.0	0.0	0.0	0.0	0.0
Officer / Registrar / Front Desk	1.0	1.0	1.0	1.0	1.0
Administrative Support	0.0	0.0	0.5	1.0	1.0
Student Support Coordinator	0.0	0.0	0.5	1.0	1.0
Custodial (\$10/hour)	0.5	0.8	1.0	1.0	1.0
Facilitators (Teachers) (Teacher: Student Ratio 1:25)	7.0	9.0	12.0	15.0	18.0
Special Education Teacher	1.0	1.0	1.0	2.0	2.0
Exploratorium Teacher / Maker	0.5	0.5	1.0	1.0	1.0
CARE Team - SPED \$10 @ 6 hours per day	2.0	2.0	3.0	3.0	3.0
CARE Team - General	2.0	2.0	3.0	3.0	3.0
Total FTE	15.0	17.3	24.0	29.0	32.0

2. iLEAD South Bend's school director, facilitators, and student support teams will all maintain and regulate data on an ongoing basis.

Staffing Plans, Hiring Management, and Evaluation

1. At capacity, on site administrators will be a director, a business manager, and a counselor. The administrator will ensure the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school as adopted and approved by the Governing Board. The administrative staff, with approval from ESP, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The faculty and supporting staff will be responsible for carrying out these procedures in their daily activities

and interactions with students, parents and the community. The school culture is characterized by collaboration and a sense of community. The School leadership and staff will hold one another accountable to high expectations for professional practice. The staff will demonstrate a commitment to shared values and beliefs about teaching and learning and shared decision making during weekly team meetings. This commitment will always be reflected in communication among leaders and staff. Leaders and staff will deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's mission. They will encourage, support and expect all students to be held to high standards. Employees are hired as At-Will Employees and will have to commit to an employee contract upon acceptance of their role.

Employee Manual

Please see Attachment 17

2. Salary Ranges

	Salary Ranges				
	2019/20	2020/21	2021/22	2022/23	2023/24
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
School Leadership - Director	\$84,000	\$85,680	\$87,394	\$89,141	\$90,924
Leadership Resident	\$65,000	\$66,300	\$67,626	\$68,979	\$70,358
Officer / Registrar / Front Desk	\$42,000	\$42,840	\$43,697	\$44,571	\$45,462
Administrative Support	\$26,500	\$27,030	\$27,571	\$28,122	\$28,684
Student Support Coordinator	\$55,000	\$56,100	\$57,222	\$58,366	\$59,534
Custodial (\$10/hour)	\$17,600	\$17,952	\$18,311	\$18,677	\$19,051
Facilitators (Teachers)	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
Special Education Teacher	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
Exploratorium Teacher / Maker	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
CARE Team - SPED \$10 @ 6 hours per day	\$10,500	\$10,710	\$10,924	\$11,143	\$11,366
CARE Team - General	\$12,600	\$12,852	\$13,109	\$13,371	\$13,639

	Salary Assumptions (Total Expenditures)				
	2019/20	2020/21	2021/22	2022/23	2023/24
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
School Leadership - Director	\$84,000	\$85,680	\$87,394	\$89,141	\$90,924
Leadership Resident	\$0	\$0	\$0	\$0	\$0
Officer / Registrar / Front Desk	\$42,000	\$42,840	\$43,697	\$44,571	\$45,462
Administrative Support	\$0	\$0	\$13,785	\$28,122	\$28,684
Student Support Coordinator	\$0	\$0	\$28,611	\$58,366	\$59,534
Custodial (\$10/hour)	\$8,800	\$13,464	\$18,311	\$18,677	\$19,051
Facilitators (Teachers) (Teacher:Student Ratio 1:25)	\$266,000	\$348,840	\$474,422	\$604,889	\$740,384
SPED Teacher	\$38,000	\$38,760	\$39,535	\$80,652	\$82,265
Exploratorium Teacher / Maker	\$19,000	\$19,380	\$39,535	\$40,326	\$41,132
CARE Team - SPED \$10 @ 6 hours per day	\$21,000	\$21,420	\$32,773	\$33,428	\$34,097
CARE Team - General	\$25,200	\$25,704	\$39,327	\$40,114	\$40,916
Total Salary Costs	\$504,000	\$596,088	\$817,390	\$1,038,286	\$1,182,449
401(k) ER Contribution @4%	\$20,160	\$23,844	\$32,696	\$41,531	\$47,298

3. Staff Recruitment: iLEAD South Bend will work closely with iLEAD Schools Development (iSD) to recruit and retain high quality effective leaders, teachers and staff through an aligned recruitment-through-retention strategy, including outcome-driven job descriptions, strategic marketing of openings, training, professional development, supervision, evaluation and strong compensation package. iSD has received an average of 75-100 resumes per month for teaching positions open at other charters operating the iLEAD model. Vacant positions will be posted on job search websites across the nation, in local papers, and on local college job boards. In addition to recruitment for certified and classified staff according to Indiana's Department of Education requirements, outreach for viable employee experts will be conducted with local agencies and at local job fairs. We hope to hire leaders and staff as early as possible. All staff must possess the experience and expertise appropriate for their positions. Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with learners, parents/guardians, prospective parents/guardians, co-workers and the community.

4. School Director: The process used to find an effective School Director is known as Leadership Cafe. The purpose is to get to know the candidates well, observe their communication styles, and gain insight into their leadership abilities. Each candidate presents a "Ted Talk", either by sharing a Ted Talk video or presenting their own. During lunch, candidates and participants continue the

process of getting to know each other, with the purpose of ensuring a “good fit”. In the afternoon, informal interviews take place with stakeholder groups such as parents, Board Members, directors and leaders, and learners. At the end of the day, candidates debrief their experience. Participants share perceptions and observations regarding the candidates’ leadership qualities. After contacting references, the Governing Board ultimately makes the final decision for offering a contract.

Facilitators: Candidates who meet qualification requirements for facilitators will be invited to participate in Star Search. This day-long event involves representatives of stakeholder groups such as School Director parents, Board Members, directors and leaders from Indiana School Corporation, managed charters, and learners. The candidates participate in the following activities: teaching a lesson (or providing a videotape before learners are enrolled); creating a modified PBL unit with fellow candidates and experienced facilitators then presenting the unit to an audience; interviews with parent, learner and leader teams; lunch with Star Search candidates and participants; and a debriefing experience. Following these activities, all participants meet to determine which candidates seem likely to succeed at SBCS. The School Director will follow up with those candidates for an informal interview, check references, conduct criminal background checks, and ultimately will negotiate salaries and offer employment agreements.

5. School leaders will be supported by the iLEAD Development Team regarding leadership training and coaching, compliance, data analysis, and operational needs. The Director and Facilitators will use the Reflective Supervision process.

Leadership Evaluation Tool

Please see Attachment 18

6. Facilitator support will include ongoing professional development in areas of instructional delivery that align with the school’s instructional model. Additionally, professional learning communities will assist facilitators in development of instructional grade level strategies that improve academic performance.

7. If facilitators /directors are not meeting standards the following practices will occur; ongoing observations, reflective cycles, facilitator/director conferences for improvement and evaluation of goals as well as professional development and coaching in instructional delivery. The board will evaluate the director based on pre-determined goals that align with the boards mission.

Professional Development

1. The proposed school will be a collaborative learning environment. The School Director will be supported by iLEAD Development Team, to work in cooperation with facilitators and staff to ensure that the school/program is working at its optimum capacity. School leadership will support and guide the staff to establish and achieve their goals. The governing board will support and guide the school director to establish and achieve his/her goals.

2. This cooperative accountability system will ensure continual school/program improvement. Data is an integral part of decision making when selecting professional development for staff. Utilizing data from formative, summative, and interim assessment, with the addition of

walkthrough and learning walk data provides the leadership team with professional development that aligns with the specific needs of staff. Professional development will include comprehensive training prior to the start of the school year, as well as specified days each month and throughout the year devoted to facilitator growth, collaboration and professional development. Professional learning experiences will develop facilitator understanding of the theory and practice of the SBCS model's instructional approaches, and will cover such topics as meeting individual learner needs, independent study guidelines (Exploration), developing Individual Learning Plans, SPED instructional needs, utilizing assessments and PBL rubrics, Indiana standards, development and lesson- planning, and using online learning resources.

3. Staff Training/School Breaks Proposal:

- Reserve end of July/ beginning of August for Onboarding and New Staff Training (8 days= 64 hours)
- Allocate one week in October for professional development
- Three days of training + 2 days for personal professional learning choice (Suggestions: visiting other iLEAD schools programs, attending workshops, conferences, “Sharpening the Saw”, collaborating with other schools/sites/programs, etc.) (5 days=40 hours)
- Allocate one day in November for professional preparation (1 day =8 hours)
- Allocated two days March for professional development (2 days= 16 hours)
- Allocate two days in April for professional development and 1 prep (2 days =16)
- Reserve one iLEAD Indiana team building day (Monday after winter break) (1 day =8 hours)
- TOTAL HOURS OF PROFESSIONAL DEVELOPMENT OUTSIDE SCHOOL DAY =152 hours

4. This proposed calendar supports the needs of the academic plan, as it provides facilitators with the training and collaboration time that is imperative to ensure effective implementation of a project-based learning instructional program. The new school's mission and vision involve sophisticated educational practices that will take time to develop, as individual facilitators acquire and refine the needed skills, and as the school incrementally develops the capacity to implement the vision fully. The calendar will allow for sufficient time to allow this process to take place which is 180 days ie., 1,260 instructional hours.

Performance Management

1. Educational Goals, Academic Accountability

The following goals were developed to include academic goals and measurable annual targets based on:

- Learner growth rates as measured by MAP assessments three times per year
- Learner achievement rates as measured by the State Test (ISTEP, ILEARN) once per year

Performance Indicator	Measure	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target
Academic Achievement	ILEARN	55% Met or Exceeded Expectations	60-65% Met or Exceeded Expectations	65-70% Met or Exceeded Expectations	75% or > Met or Exceeded Expectations
Academic Achievement	NWEA MAP	55% at or Above Grade Level MAP NWEA National Norm	60-65% at or Above Grade Level MAP NWEA National Norm	65-70% at or Above Grade Level MAP NWEA National Norm	75% or > at or Above Grade Level MAP NWEA National Norm
Academic Growth	ILEARN	50% of Learners Met Projected Growth/ Proficiency Percentiles (PGP)	50-55% of Learners Met Projected Growth/ Proficiency Percentiles (PGP)	55-60% of Learners Met Projected Growth/ Proficiency Percentiles (PGP)	60% or > of Learners Met Projected Growth/ Proficiency Percentiles (PGP)
Academic Growth	NWEA MAP	65% of learners w/RIT increase	70-75% of learners w/RIT increase	75-80% of learners w/RIT increase	80% or > of learners w/RIT increase

2. Organizational Goals are specific to iLEAD South Bend model which include character growth, social intelligence, and critical thinking skills.

Growth Measures for Organizational Goals

Learner Outcomes	Measured By
College & Career Readiness	<ul style="list-style-type: none"> • Graduation Rates • ILEARN • Measures of Academic Progress (NWEA MAP) • Gallup Poll (5-12)

Critical Thinking	<ul style="list-style-type: none"> • Academic Rigor Rubrics • Performance Tasks • Measures of Academic Progress (NWEA MAP)
Self-Control	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress
Intellectual Curiosity	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • Academic Rigor Rubrics • Reports of Progress
Academic Engagement	<ul style="list-style-type: none"> • Individual Learning Plans (ILPs) • Reports of Progress • Academic Rigor Rubric • Measures of Academic Progress (NWEA MAP) • ILEARN
Purpose	<ul style="list-style-type: none"> • Academic Rigor and SEL Rubrics • iLEAD Comprehensive Growth Card • Gallup Poll (5-12) • Individual Learning Plans (ILPs)
Growth Mindset	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress
Social Intelligence	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress
Grit	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress • Gallup Poll (5-12)
Gratitude	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress
Zest	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • SEL Rubrics • Reports of Progress

Optimism	<ul style="list-style-type: none"> • iLEAD Comprehensive Growth Card • Gallup Poll Hope (5-12) • SEL Rubrics • Reports of Progress
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3. iLEAD South Bend will use assessments and a standards-based approach to grading to drive our academic program, including assessments beyond state-mandated, norm-referenced, nationally-normed, and computer-adaptive assessments. Assessments will be administered according to the assessment cycle. NWEA MAP Assessment tracks learner growth over time, including up to all year's prior, and determines which standards, skills, and concepts a learner has mastered, which ones he/she is ready to develop, and which ones should be introduced. Below are Assessments given throughout the year outside of the additional mandatory state assessment requirements.

Assessment	Grade (s)	Description	Frequency
Performance Tasks	2-12	Local Assessment	End of Unit
NWEA MAP	K-12	Local Assessment	3 times a year
Writing Assessments	K-12	Local Assessment	3 times a year
Fountas & Pinnell Reading Benchmark Assessment	K-8	Local Assessment	3 times a year
Words Their Way Spelling Inventory	K-8	Local Assessment	3 times a year
WOOP	K-12	Character Lab	Varies throughout the year
Dolch High-Frequency Sight Words	K-2	Local Assessment	3 times a year
ILEAD ACADEMIC RIGOR RUBRIC (INTERNALLY DESIGNED)	K-12	Local Assessment	Varies

Formative Assessments	K-12	Daily Lesson/Unit Assessments	Varies
WIDA	ELL students	Measures proficiency for ELL students to determine if a student is ELL	Yearly, February-March
PSAT	8 th , 9 th Grade	Measures the ability to understand and process elements of reading, writing, and mathematics.	Yearly, October

4. iLEAD South Bend will measure and evaluate academic progress by students taking the NWEA MAP Growth assessment. The rationales selection of this assessment are;

- It precisely measures growth and proficiency and provide insights to help tailor instruction.
- The MAP Growth assessments will give facilitators data they could use to inform classroom instruction.
- MAP Growth data to help uncover each learner's learning gaps and adjust instruction
- MAP Growth provides personalized results for each learner
- Facilitators receive immediate and actionable information in easy-to-use reports, that help differentiate instruction for students in need of re-teaching

5. Using learners MAP RIT scores, as well as other assessment data and facilitator observations, learners develop two academic and one social-emotional goal during their Individual Learning Plan (ILP) meeting, along with their parents and facilitator(s). Progress on the ILP goals is reviewed and revised if necessary throughout the year and documented on the Reports of Progress, during the Learner Led Conference, Presentations of Learning throughout the year, and Showcase of Learning at the end of the school year. The school director (School Director) and grade level teams will meet monthly to analyze assessment data in order to continually refine and refocus instruction based on evidence of student learning. The team will collaboratively decide what instructional interventions will meet student needs, monitor student progress, and adjust instruction as needed based on the data. During these sessions, all energies will focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and accelerate strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that needs more practice, or determining a group of students who need specific tutoring in one or more areas. The school's director will monitor the plan's implementation and support the staff in meeting their instructional goals as laid out in the action plan.

6. Facilitators are responsible for inputting student data from all assessments such as daily exit tickets, summative and formative into our data warehousing system and the Director of Curriculum and Instruction (DCI) produces data reports that are user-friendly and readily accessible for action planning. The school director works closely with the DCI to ensure all reports are clearly presented and provide detailed data that may then be used to make instructional decisions.

7. iLEAD South Bend Leadership will utilize student data on a monthly basis after data meetings. When meeting, the team will determine needs for coaching, and any educational initiatives that may need to take place. iLEAD South Bend's Leadership will then seek out professional development for staff to support learners needs in the gaps that are trending in student data. Leadership will monitor the components of the school improvement plan by monthly walkthroughs, video based coaching /feedback cycles, staff and student surveys and most importantly student data. Learning Walks will be utilized for the purpose of both the evaluation of instructional coaching and professional development initiatives.

8. In the event learner performance at iLEAD South Bend falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators, iLEAD South Bend will implement prompt, targeted corrective action. All learners in grades K-3 will be given a benchmark reading test 3 times a year. The School Director and grade level teams will meet monthly, in Data Team Meetings, utilizing a protocol to analyze assessment data in order to continually refine and refocus instruction based on evidence of student learning. The team will collaboratively decide what instructional interventions will meet learner needs, monitor learner progress, and adjust instruction as needed based on the data. During these sessions, all energies will focus on analyzing assessment data (individual, sub-group and cohort) and developing instructional action plans to support deficits and accelerate strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that needs more practice, or determining a group of students who need specific tutoring in one or more areas. The school's director will monitor the plan's implementation and support the staff in meeting their instructional goals as laid out in the action plan.

9. School Improvement process will be facilitated primarily through the professional learning communities (PLC's). Administration will provide leadership and facilitation of board goals. Administration will not only engage faculty and staff in PLC process but will also engage families. Student data will be provided in the form of District Level Reports and School Level reports which guide all stakeholders in ensuring School Improvement goals and student ILP goals are met. The Board of Trustees will establish overarching goals. These goals will be monitored at board meetings through faculty and administrative reports. Reports will stem from district reports and leadership school data.

Facilities

1. The proposed site is located at 701 North Niles Avenue, in the heart of South Bend, Indiana. The location provides a highly adaptable building, adjacent to a medical office campus, adjacent to hospitality, campus housing, single family residences. Some of the features include a full kitchen, serving line and cafeteria (existing FF&E included), a basketball court/gymnasium, 90

residential rooms/30 acute rooms, and an additional 2.00 +/- acres which is ideal for parking or campus expansion.

2. The property is located in South Bend with close proximity to the South Bend Clinic, Memorial Hospital, the University of Notre Dame, Holy Cross College and St. Mary's College. The property is included in the South Bend Community School Corporation and East Bank Village master plan which includes The East Race area with potential to become a strong, vibrant, urban neighborhood with a mix of live-play uses that will be attractive to college graduates, young couples, retirees and the technology and arts communities. The property is in the loop of a vendor neutral dark fiber network known as the MetroNet.

Please see Attachment 20 for supporting information about facilities

Start-Up & Ongoing Operations

1. Please refer to Attachment 21

2. There will be no transportation

3. In all of our buildings we have electronic surveillance, electronically controlled entryways, lockdown procedures and protocols, training for all staff and students. Relationships with all local law enforcement. Parental contact information for emergency text.

4. Insurance Coverage

Please refer to Attachment 22

Operations Capacity

Staffing: Dawn Evenson is the co-founder of iLEAD Schools and brings the bulk of the education piece that lies behind the model and its success. Her experience in education is one that is both impressive and aligned to the needs of talents that are needed for building a school's strong foundation. Dawn draws on her experience of not only being a founder of iLEAD but, Dawn brings skills she learned as an elementary teacher, principal, founding principal, and CEO of iLEAD. Both Amer and Dawn reside in California, however, their knowledge and skills behind new school openings is pivotal to the success of South Bend Charter School. Both are part of the many successes of the existing iLEAD schools, located in California, Hawaii, and Ohio.

Professional Development and Performance Management: Linda Krystek is Director of Curriculum, Instruction & Assessment with a demonstrated history of working in the primary/secondary education industry including both site-based and independent study programs. Skilled in creating curriculum and delivering professional development in K-8th Balanced Literacy including Early Literacy, Reading and Writing Workshop, Inquiry-based Mathematics, Social-Emotional Learning, Classroom Management, and Project-based Learning. Expertise in school

accountability including assisting with WASC (Western Association of Schools and Colleges) an academic body that grants accreditation to public and private universities, serving as the CELDT/ELPAC LEA Coordinator, California Dashboard Coordinator, CAASPP (California testing agency) LEA Coordinator, and MAP NWEA District Coordinator, as well as experience in supporting the charter school petition and renewal process. Strong education professional with a Master of Education (M.Ed.) in Educational Leadership and Administration from Western Governors University.

General operations; Facilities Management; Amer Kuric is currently the Interim CEO for iLEAD Schools Development, and as well has a wide range of business ownership and leadership roles under his belt. Amer has extensive background with record of achievements in organizational, departmental, team and project management. Aside from having the title of Interim CEO, Amer's resume highlights include Director of Operations for iLEAD, Management Professional & former Small Business Owner with over 25 years of combined experience in Charter School Management and Development, Information Technology, E-Commerce, Graphic Design, Pre-Press, Digital and Offset Print Production, Direct Mail, Direct Marketing.

Section 3. Budget and Financial Plan

Financial Plan

1. iLEAD South Bend shall maintain a number of internal controls in place to provide reasonable assurance that their goals and objectives are accomplished; laws, regulations, and good business practices are complied with; assets are safeguarded; and accurate and reliable data are maintained. Internal control touches all activities of the school, extending beyond the accounting and financial functions. The following internal control related to compliance guidelines will be implemented and maintained.

iLEAD South Bend will establish policies and procedures concerning operations. iLEAD South Bend will engage in active oversight by routinely receiving and discussing financial reports from the organizer. The charter school administrators will be familiar with the charter school's finances and activities. iLEAD South Bend will comply with applicable laws and regulations and its internal policies and procedures.

iLEAD South Bend will prepare periodic financial reports for administrative review and the required year-end financial statements. All accounting transactions must be supported by adequate documentation. All financial records will be kept up-to-date to provide iLEAD South Bend administration with current information necessary for all financial decisions.

The ongoing budgeting process, for iLEAD South Bend will be conducted within the school board meetings, to realign the yearly budget, as needed, based on the varying needs of the learners. The school leader will provide valuable input, which will help everyone identify those needs. The facilitators may take an active role by attending board meetings and contributing ideas during the planning phase.

iLEAD South Bend will establish procedures for the initiation, approval, and use of purchase requisitions and purchase orders. The procedures must include limits on approval of purchase orders after the purchase to emergency situations and all blanket purchases must have a fixed monetary limit. Upon receipt of the goods or services a charter school employee must verify the condition, quantity, and/or services prior to payment of the invoice/bill/contract. Supporting documentation, such as invoices, shall be compared to purchase orders to ensure the prices, quantities, etc. are correct prior to payment.

iLEAD South Bend will establish a payroll schedule that details amounts paid annually, biweekly, hourly, etc. for all employees. iLEAD South Bend must establish employment policies that cover all aspects of benefits provided including sick days, vacation days, etc. The policy must cover how many days are accrued, when the days are accrued, when any unused days are lost, etc. Supporting documentation will have approval. iLEAD South Bend will have a system to document and track paid leave activity.

iLEAD South Bend will provide accurate and timely information to the Authorizer and Indiana Department of Education pertaining to all compliance and accounting regulations.

iLEAD South Bend plans to procure administrative services, including but not limited to accounting procedures and software, financial support and oversight, staff development, staff recruitment, governing board staff development and reporting procedures and instructional program development through iLEAD Schools Development CMO (Charter Management Organization), at an initial cost of 15% of base revenue. This oversight fee includes the consulting fee for Financial Services. Estimated cost for auditing services is \$7,000, which is covered by the CMO fee. Group Insurance is procured through CMO, thus budget impact for iLEAD South Bend is estimated to amount to \$12,000 for all insurance.

2. An annual independent fiscal audit of the books and records of the iLEAD South Bend will be conducted as required. The books and records of iLEAD South Bend will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the Indiana Code of Regulations.

An audit committee will select and oversee an independent auditor through a request for proposal format. The auditor will be a CPA and will have educational finance experience. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

3. *Please see Attachment 23 for budget*

4. *Please see Attachment 24 for budget narrative*

5. Fundraising: iLEAD South Bend is committed to balancing the school's start-up budget and operation on a solid financial foundation. Community and family fundraising for learner enrichment programs not only supports the school but creates a true sense of ownership and pride among the stakeholders. It is anticipated that \$20,000 will be generated and grow as the student population increases through various fundraising activities held locally and through the iLEAD Foundation annually. SBCS plans to apply for the Federal Implementation Grant as well as other grants available to non-profit charter school operators.

6. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the necessary parties each year. The School Director, along with the audit committee, will review any audit exceptions or deficiencies, meet with the Authorizer to determine how to resolve the exceptions or deficiencies to their satisfaction, and report to the iLEAD South Bend Board of Directors with recommendations. The Board of Directors will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days unless the iLEAD South Bend exercises its right to appeal audit findings to the Education Audit Appeals Panel, or a longer period is necessary given the nature of the finding(s). Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process of this Charter, with the caveat that the petitioners recognize that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the Authorizer.

The independent fiscal audit of iLEAD South Bend is public record to be provided to the public upon request.

Financial Capacity

The talented team of iLEAD South Bend bring a variety of skills necessary for the success of a new community school in Indiana. They are as follows:

Financial Management: **Amer Kuric** is currently the Interim CEO for iLEAD Schools Development, and as well has a wide range of business ownership and leadership roles under his belt. Amer has extensive background with record of achievements in organizational, departmental, team and project management. Aside from having the title of Interim CEO, Amer's resume highlights include Director of Operations for iLEAD, Management Professional & former Small Business Owner with over 25 years of combined experience in Charter School Management and Development, Information Technology, E-Commerce, Graphic Design, Pre-Press, Digital and Offset Print Production, Direct Mail, Direct Marketing.

Fundraising and development: **Dawn Evenson** is the co-founder of iLEAD Schools and brings the bulk of the education piece that lies behind the model and its success. Her experience in education is one that is both impressive and aligned to the needs of talents that are needed for building a school's strong foundation. Dawn draws on her experience of not only being a founder of iLEAD but, Dawn brings skills she learned as an elementary teacher, principal, founding principal, and CEO of iLEAD. Both Amer and Dawn reside in California, however, their knowledge and skills behind new school openings is pivotal to the success of South Bend Charter School. Both are part of the many successes of the existing iLEAD schools, located in California, Hawaii, and Ohio.

Kelly Dyer is the applicant, and also a part of the Founding Group. Kelly is a licensed Spanish teacher in the state of Ohio and California, and brings experience from brick and mortar, as well as six years teaching at ECOT (Electronic Classroom of Tomorrow), Ohio's once largest online K-12 school. Kelly was hired, full time, by iLEAD Schools Development as the "Midwest Development Coordinator," and will take an active, supportive role, and provide a strong presence with learners and community outreach, during the first year of the new school opening.

Accounting: **Monique Meyers** has played a pivotal role in the pre- authorization process. Monique draws upon her experience as Director of Business for Follow the Eyes, and Account Executive for WTOL a local Ohio news station to ensure financial viability. Her familiarity with budgets and Marketing will be an asset to SBCS, especially in this pre-authorization phase. Monique also brings her experience as a teacher and Assistant Director as she continues to contribute to our vision and mission of iLEAD schools.

Section 4. Portfolio Review/Performance Record

1. Performance Record Attachment:

Please see Attachment 25

2. A. % of Students that Met or Exceeded Standards

SCVi SBAC Math				SCVi SBAC ELA			
Grade	2016	2017	2018	Grade	2016	2017	2018
3	16%	22%	32%	3	22%	39%	37%
4	15%	21%	28%	4	24%	23%	49%
5	11%	12%	21%	5	27%	19%	31%
6	27%	35%	30%	6	54%	49%	51%
7	44%	43%	29%	7	52%	52%	53%
8	26%	29%	32%	8	50%	55%	64%
11	13%	17%	22%	11	44%	58%	56%
Total	23%	26%	28%	Total	40%	43%	60%

B. Performance:

Designing our own Project Based Learning Model, which we call iLEAD PBL practice. This practice focuses on several aspects:

- PBL as cohesive and holistic approach to education where academic rigor and social and emotional learning act as equal counterparts rather than separate aspects.
- Focusing on the Habits of Mind, Habits of Heart (Angela Duckworth, Character Lab aspects) and The Seven Habits (Stephen Covey).
- Developing a PBL Design Guide for documenting the PBL process rather than lesson plans and prescribed curriculum;
- Defining the PBL approach as an organic process rather than a prescribed/fixed one
- Defining students' role as learners and teachers role as facilitators. They engage in parallel learning where teachers act as guides, designers, facilitators and partners in learning;
- Incorporating structures for academic rigor through workshops

- Emphasizing the importance of authentic PBL experiences and “life as is” rather than preparing learners for the “life to come” (examples: Dream Up project, learners design experiences that are flown and ran on the ISS; The Glider projects where learners get a ground school flight certificate, design gliders and fly real gliders; Shark Tank and Entrepreneurial Expos, where learners design, launch and learn how to sustain business (hoopsbynana.com)
- Working with Dr. Thom Markham (the grandfather of PBL) to solidify our PBL practices, define the process, develop a mode, rubrics and continuously working on model sustainability through quarterly PBL audits.

C. Challenges

- Developing school and program systems to identify and define our design elements and principles
- Introduction of intentional structures for Professional Learning (Camp Make)
- Partnership with greater PBL communities: National Deeper Learning Leadership Cohorts; HTH, New Tech, Envision Schools, Eagle Rock Professional Development Center and Dr. Thom Markham.
- Shifting schedules
- Redesigning spaces with intentionality (From Campfire to Holodeck)
- Implementation of new data-driven instructional practices (monthly data meetings for data-driven project planning)

D. School Success has Informed Practice:

We have replicated the best practices which include iLEAD PBL and learned how to grow in the areas and opportunities for growth through reflective supervision and Individual Learning Plans for staff and students.

3. A. % of Students that Met or Exceeded Standards

iLEAD Lancaster SBAC Math				iLEAD Lancaster SBAC ELA			
Grade	2016	2017	2018	Grade	2016	2017	2018
3	18%	17%	11%	3	23%	21%	20%
4	6%	7%	9%	4	24%	18%	17%
5	10%	0%	11%	5	24%	18%	20%
6	12%	5%	8%	6	24%	21%	17%
7	12%	8%	5%	7	31%	15%	9%

8	12%	12%	8%	8	31%	30%	25%
Total	12%	9%	9%	Total	25%	22%	19%

B. Challenges:

Huge staff and leadership turnover rate that impacts the school and community culture; challenging demographics, and teaching circumstances (split classes, big achievement gaps; need for extreme differentiation, flexibility...)

C. Strategies for Improving Performance:

- Introducing weekly Think Tanks with specific structures, outcomes, and action steps;
- Leadership support and accountability partnerships, coaching
- Instructional interventions through the introduction, implementation and tune up of academic systems (Daily 5, CAFE, Math curriculum, Reader Workshop, Writer Workshop, focused project planning session etc.)
- ELA, math and science coaches
- Training: outdoor classroom and play-based instruction for support staff;
- Academic training
- Strategic academic focus for turnaround grade levels with emphasis on math and ELA
- Daily observation, coaching and instructional support
- Parent university and parent support group
- repurposing of the school makery to offer differentiation, collaboration and meaningful connection with core academics

D. Measure of Satisfactory Performance

The indicators for success are twofold: 1) using testing data (MAP assessment, State testing, formative assessments and performance tasks) to analyze growth and projected proficiency 2) data meetings and grade level teams monthly goals that monitor the impact of instruction of learning. Monthly movement in student growth data as evident in student sample work, formative assessments, performance tasks and conferring

4. Not applicable, No Attachment 26

5. Not applicable, No Attachment 27

6. *Please see Attachment 28*

7. There are no contracts that have been terminated by either the organization or the school at this time.

8. There are no revocations, non-renewals at this time.

9. In iLEAD Schools Development portfolio there are no deficiencies or compliance violations that have led to formal intervention

10. There is no litigation current or past at this time regarding iLEAD schools, No Attachment 29.

Attachment 1

Resumes

Summary of Qualifications

- Computer proficiency- 5+ Years
 - Microsoft Office Suite
 - Electronic medical record
- Grant Proposals, Budget, and Project Management
- Cultural competence
- Spanish language skill
 - Conversational
- PASRR
- Data Analysis and Report Writing
- Continuous Quality Improvement (CQI) and LEAN Process

Education

Masters of Social Work May, 2018

- Mental Health and Addictions concentration
- 3.8 GPA
- Indiana University South Bend

Bachelor of Arts in Anthropology May, 2015

- Minor in Psychology
- 3.3 GPA
- Indiana University South Bend

Certified Nursing Assistant July, 2012

- Michiana Healthcare Training
- State of Indiana

Internships

Grants Manager-South Bend Community School Corporation-320 Hours January 2016- May 2016

- Worked on grants for the school corporation
- Collaborated with surrounding school corporations on grants and projects
- Contributed research, data, and narrative to \$3.4 million grant proposal project

Discharge Planner-*Sprenger Healthcare*-640 Hours

August 2017- May 2018

- Discharge planning for short term rehabilitation
- Conduct mood and memory assessments with residents
- Create more efficient systems and processes

Work Background

Director of Development- Mosaic Health and Healing Arts

August 2018- Present

- Cultivate donors
- Create fundraising strategies
- Write and submit grant proposal applications
- Create quality assurance metrics
- Create internal and external messaging

Grants Manager- Child And Parent Services, Inc.

January 2017- August 2018

- Write and submit grant proposal applications
- Research funding opportunities locally, and on the state and federal level
- Create and maintain relationships with funders
- Create and maintain effective grant tracking
- Measure meaningful grant tracking metrics
- Collaborate with Program Directors, CEO, and Vice President of Programs on projects that require funding

Special Projects Manager- Child And Parent Services, Inc.

January 2017- Present

- Conduct Continuous Quality Improvement Projects
- Create and maintain policy manual
- Complete Cultural Sensitivity Review and Self-Assessment for national accreditation
- Create and maintain community partnerships
- Strategize, implement, and measure plans for program acceptance and retention rates

Bilingual Family Support Specialist- Child And Parent Services, Inc.

May 2016-January 2017

- Conduct weekly home visits with parents of babies 0-3 years of age
- Introduce curriculum on social and emotional, cognitive, and physical development and on bonding and attachment

- Present alternatives to corporal punishment
- Use tools to measure baby's development
- Document visits in statewide database and make referrals to other agencies as needed

Administrative Assistant- St. Joseph Health System at Holy Cross January 2014-April 2016

- Clerical duties
- Input admissions and referrals into electronic medical record (Vision)
- Assist admissions office to organize resident admissions, discharges, and room transfers
- Scan and attach medical records into the electronic medical record (Vision)
- Input incident reports for nursing administration
- Help complete Preadmission Screening and Resident Review (PASRR) paperwork for residents

Certified Nursing Assistant- St. Joseph Health System at Holy Cross September 2012-April 2016

- Take vitals
- Assist residents with activities of daily living
- Assist residents with hygiene
- Assist resident with medical needs
- Follow and implement resident care plans

International Study Experience

Studied Spanish and Anthropology in Oaxaca, Mexico July 2014-August 2014

Academic Achievements

Kappa Gamma Phi Alpha Honor Society January 2018

- Graduated in the top 20% of the 2018 Masters of Social Work class

Student Excellence Award in Anthropology Spring 2015

- Recognized by Anthropology Department for classroom performance and service

Iota Indiana Chapter of Lambda Alpha Member August 2014

- Maintained above a 3.0 grade point average in anthropology at Indiana University South Bend

YOLANDA TURNER-SMITH,PMP

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(574) 340-5665

jiminical@gmail.com

QUALIFICATIONS SUMMARY

REVENUE GROWTH: At UTAS, increased revenue of JSF/F119 pumps through RCCA process to increase various JSF pumps reliability and robustness through a multisite team. At Honeywell, as a Program Manager, I combined strong technical and leadership experience achieved 93% milestone fidelity on an implementation of a cross functional and cross-site product management system, that realized \$350k+ in savings. While serving as a charter school leader, maintained a 98% milestone fidelity on the building construction, school opening, and other major milestones.

SYSTEMS PROCESS REENGINEERING: Created integrated thermal analysis, and promoted model creation to allow the Pro/E solid model to be used for thermal and stress analysis effectively allowing meshing to occur reducing the problem areas from 60% to 20%. Identified and implemented over 20% cost reduction ideas through “Value Engineering” events and introduction of new technologies resulting in the **Eagle Award**, which is the most prestigious award presented to a supplier by Pratt & Whitney. Negotiated and consistently fund Scope Changes and Scope Creeps (AS907). • Nurtured performance-driven culture and results oriented team, which resulted in significant cost reductions. Coordinated redesigns, cost & schedule, and recertification requirements with the Customer and ESA business for Pratt and Whitney Canada small engine controls. • Directed Root Cause and Corrective Action (RCCA) investigations of various issues on development and production programs. • Responsible for eliminating over 10 manual processes, four different electronic systems, and reducing engineering product design delivery cycle time.

ENGINEERING CERTIFICATIONS AND RELATED TRAININGS:

DFSS Certification

Taguchi/Design for Reliability

Lean Enterprise

Green Belt Certification

Material Board Certification

Halt Hess/Reliability Growth

TQL/TQS/TQMP

Program Management 101 & 201

ACE Associate Certificated

PROFESSIONAL AWARDS:

Eagle Award by Pratt and Whitney
Michiana 40 under 40

Honeywell Aerospace Technical Achievement Award

CHARTER SCHOOL SUCCESS: Served on the board of two successful charter schools. Worked to bring one charter school from financial trouble, and successfully help to preserve the charter with Ball State University, and developed, guided, and managed the team and plan which led to financial surplus in three years. Also founded a K-8 charter school in a renovated space, helping to spur economy on the Southside Corridor of South Bend. Founding School Leader of a 7-12 vocationally focused charter school and developed a robust CTE and plan for growth during contract period.

PROFESSIONAL HISTORY

UTC- UTAS, Rockford, IL PWEH Project Engineering Manager

May 2014 – Present

Manage a team of talented engineers who work on F135 and F119 pumps. Responsible for performance reviews, management reviews. Team supports production, overhaul, and development robustness efforts on the pumps. Through leadership, and managing of scope creep and costs, brought CPI and SPI within company standard. Led team to redesign phase of the AFP pump through qualification through field retrofit. Redesigned pump removed AFP from high pump removal on engine to well below MTBUR limits. Developed design corrective actions for inherited design mistakes in the product. Involved in developing proposals, period of performance closeouts, developing risk packages, EVMS. Over 90% of the field investigations are closed well within 90 days. Introduced Weight Optimized MFP, which yielded a 4 lb saving by creatively redesigning the main housing while staying within the original design envelope. Currently, leading a team through the aftermarket transition of pumps, and DVP redesign and qualification.

Guide Your Transformation, LLP

Partner

March 2014 – Present

GYT was created to assist schools and business in improving their training for staff. We also focus on strategies for school improvement. The ultimate goal is to bridge the gap between business, community, and school needs, through forge relationships with one another to effect student achievement. I provide the business integration through strategies such project based learning training for teachers, administrators, and local business. The other areas I provide is board training, financial health reviews, budgeting, and student data analysis.

South Bend Career Academy, South Bend, IN **School Leader** **March 2011 – Feb 2014**
School Leader responsible for overseeing the construction and renovation of the current school building, while hiring and managing the current staff. Opened the school with a 98% milestone fidelity, with 140 students in its first year, and grew the school to 340 students its second year. Students have experienced growth on average of +2 to +3 RIT score, in reading on NWEA. Instituted Project Lead the Way program (all three branches Gateway to Technology, Biomedical Services, Pathway to Engineering) as well as Paxton Patterson Construction Technical program and Health Careers. Also instituted Conexus/Hire Technology program, along with Welding, Construction Technology, and Business classes for a robust CTE program. Created good portfolio of dual credit classes (with Ivy Tech) from liberal arts to technology courses. Also responsible for over \$250,000 in private grants (yearly) to the school.

Honeywell, South Bend, IN **Product Support Engineer** **Sept 2007 – Feb 2010**
Product Support Engineer supporting Pratt & Whitney Canada Small controls. Supported over 20 Authorized Warranty and Repair Centers (AWARs) and the customer liaison with operators and OEMs for fuel controls in service. Main interface for product integrity and other field investigations. Supported the fielded and aftermarket products through Customer Satisfaction Board, Service Bulletins, and leading incident investigations. Developed system models for several components using TK Solver. Utilized Crystal Ball to do sensitivity analysis with the system models. Maintained AWARs RO reports to determine trends, to proactively introduce modifications or retrofits to the field. Also help coordinate field warranty replacements, labor costs, and determine MTBO using tools such as Weibull, cost payback models. Experienced with Commercial (EAR) and Military (ITAR) controls.

Honeywell, South Bend, IN **Lead Project Engineer** **Jan 2005 – Sept 2007**
Lead project engineer on for Pratt & Whitney Canada JT-15D and P108 engines and Rolls Royce Allison 250. The role requires handling design changes for Product Integrity issues, retrofits, and upgrades. Led the transition of JT-15D and P108 designs from Honeywell Montreal to Honeywell South Bend. Work with cross site engineering teams Montreal, QC, and Rocky Mount NC, and cross functional teams. Handle material review board (MRB) and case records for the program. Developed system models for several components using TK Solver. Utilized Crystal Ball to do sensitivity analysis with the system models. Also help coordinate field retrofit and MTBO using Weibull Analysis.

Honeywell, South Bend, IN **Program Manager** **Dec 2003 – Mar 2005**
Managed engineering productivity projects programs which involve product data management eMatrix (utilizing Matrix One product) and ProductCenter (SoftTech product) and integration with SAP (an enterprise resource planning product). Handled testing & validation, training, qualification and cost & schedule tracking. Worked with cross-functional and cross-site teams to ensure streamline of Honeywell ESA businesses. Initiated and implement quality control processes with various departments to ensure that demands met and exceeded customer expectations. Voice of the Customer satisfaction on the system from Red to Green.

AlliedSignal, South Bend, IN **Test Engineer** **Jan 1998 – Dec 2003**
Test Engineer with programs that included all of Honeywell Engines APU and Propulsion engine controls. Managed the development and certification program of the JSF, PTMS and HTF7000 (AS907) fuel system. Planned, coordinated, and successfully achieved Honeywell's first Reliability Growth testing on fuel system, and improve the inherent entry into service MTBF by 30%. Also managed all material discrepancy and case records with a 98% two day turn around, and able to save 94% of the hardware from being scrapped.

AlliedSignal, South Bend, IN **Reliability and Project Engineer** **Feb 1994 – Apr 1998**
Engineer that led design, development and qualification efforts for various programs and components, which included design trade studies, analysis and program management. Certification of (AIV, MEC, AFC) several components on the F119 Engine which is used on the F22 Fighter (\$45M. program). Managed the introduction of the components into low revenue initial production. Developed testing procedures, plan, and managed budgets for the Roll Post, AIV, MEC, testing for the JSF program. Worked with customer and introduced new ideas, which resulted in eliminating the need for a \$500K redesign of the F119 Anti-Icing-Valve. Developed a reliability database to help maintain hours, overhaul, and manage MTBF for components. Database creation helped to increase Entry Into Service reliability. Performed FMECA for all the Honeywell fuel components.

TurnerSmith Enterprises, South Bend, IN **Owner** **Sept 1986 – Present**
Started Turner Enterprises in 1986, renamed TurnerSmith Enterprises in 1994, which began as a small company whose goals was to connect small businesses to the computer age. Turner Enterprises computerized several local Chicago Area churches and trained local accounting offices on the latest Intuit accounting software. This company relocated to South Bend, IN, and diversified into providing full outsource IT (infrastructure, software training, network support, custom coding) to small and medium sized business. Recently, in 2007, a subsidiary of the company was formed All Praise Media (APM). APM has connected designers across the

country to focus on bring multimedia (web creation, photography, videography, print layouts) content to small businesses in their area, with APM providing the infrastructure and guidance.

EDUCATION

BSME from the University of Notre Dame, Aerospace Concentration, 1994

MBA from Indiana Wesleyan University, 2008

Master of Theology, Anchor Theological Seminary, 2015

PMP Certification, 2015

PROFESSIONAL MEMBERSHIPS, ACCOMPLISHMENTS AND SERVICE ORGANIZATIONS

- Founder and Visionary of Indiana Schools of Excellence and Founding Member of Xavier School of Excellence, current Board President
- Former President of Veritas Academy
- Served as Professionals Publications, Regional Telecom, and Regional IV Alumni-Chair elect for the National Society of Black Engineers
- Mentor to collegiates in the National Society of Black Engineers
- River of Life, Member and recognized minister, musician, and video technician.
- Parapastor Staff, United Faith Baptist Church
- Proprietor of Turner Enterprises and managing partner of All Praise Media
- Publications and Fundraising Chair for Indiana Black Expo for Juneteenth Celebration
- Society of Women in Engineering
- Society of Hispanic Engineers
- Chamber of Commerce, Young Professionals Group
- Recognized as one of South Bend's 40 under 40, 2011

Attachment 2

Indiana Scope and Sequence: Mathematics

Grade level: Kindergarten

The Mathematics standards for Kindergarten are made up of 5 strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in Kindergarten should know and be able to do in Mathematics.

Standard	Skills
Area: Number Sense	
MA.K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.
MA.K.NS.2	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MA.K.NS.3	Find the number that is one more than or one less than any whole number up to 20
MA.K.NS.4	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
MA.K.NS.6	Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.
MA.K.NS.7	Identify whether the number of objects in one group is greater
MA.K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals
MA.K.NS.9	Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
MA.K.NS.10	Separate sets of ten or fewer objects into equal groups

MA.K.NS.11	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
Area: Computation and Algebraic Thinking	
MA.K.CA.1	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.
MA.K.CA.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
MA.K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
MA.K.CA.4	Find the number that makes 10 when added to the given number
MA.K.CA.5	Create, extend, and give an appropriate rule for simple repeating
Area: Geometry	
MA.K.G.1	MA.K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.
MA.K.G.2	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MA.K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
Area: Measurement	
MA.K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects,

	and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
MA.K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.
Area: Data Analysis	
MA.K.DA.1	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

Grade Level: 6th Grade

The Mathematics standards for grade 6 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 6 should know and be able to do in Mathematics.

Standard	Skills
Area: Number Sense	
6.NS.1	Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.2	Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.
6.NS.3	Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
6.NS.4	Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute

	value as magnitude for a positive or negative quantity in a real-world situation.
6.NS.5	Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.
6.NS.6	Identify and explain prime and composite numbers.
6.NS.7	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.
6.NS.8	Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$.
6.NS.9	Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.
6.NS.10	Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
6.NS.1	Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.
Area: Computation	
6.C.1	Divide multi-digit whole numbers fluently using a standard algorithmic approach.
6.C.2	Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.

6.C.3	Solve real-world problems with positive fractions and decimals by using one or two operations.
6.C.4	Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.
6.C.5	Evaluate positive rational numbers with whole number exponents.
Area: Algebra and Functions	
6.AF.1	Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.
6.AF.2	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.
6.AF.3	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.
6.AF.4	Understand that solving an equation or inequality is the process of answering the following question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.AF.5	Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.
6.AF.6	Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.

6.AF.7	Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
6.AF.8	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6.AF.9	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
6.AF.10	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
Area: Geometry & Measurement	
6.GM.1	Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.
6.GM.2	Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve real-world and mathematical problems.
6.GM.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.
6.GM.4	Find the area of complex shapes composed of polygons by composing or decomposing into

	simple shapes; apply this technique to solve real-world and other mathematical problems.
6.GM.5	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.
6.GM.6	Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.
6.GM.1	Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.
6.GM.2	Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve real-world and mathematical problems.
6.GM.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.
6.GM.4	Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.
6.GM.5	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge

	lengths to solve real-world and other mathematical problems.
Area: Data Analysis and Statistics	
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.DS.2	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).
6.DS.4	Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
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6.DS.2	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).
6.DS.4	Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.
6.DS.1	Recognize a statistical question as one that anticipates variability in the data related to the

	question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.DS.2	Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).

Grade Level: Math 10

The Mathematics standards for Math 10 are made up of 7 strands: Linear Equations and Inequalities; Functions; Data Analysis, Statistics, and Probability; Number Sense, Expressions, and Computation; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions. Math 10 is a two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics.

Standard	Skills
Area: Linear Equations & Inequalities	
MA10.EI.1	Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method.
MA10. EI.2	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
MA10.EI.3	Represent real-world problems using linear equations and inequalities in one variable and

	solve such problems. Interpret the solution and determine whether it is reasonable.
MA10.EI.4	Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.
MA10.EI.5	Represent real-world problems using linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other linear inequalities in two variables by graphing.
MA10.EI.6	Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.
MA10.EI.7	Solve equations and formulas for a specified variable, including equations with coefficients represented by variables.
MA10.EI.8	Solve absolute value linear equations in one variable.
MA10.EI.9	Graph absolute value linear equations in two variables.
Area: Functions	
MA10.F.1	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
MA10.F.2	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.
MA10.F.3	Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).

MA10.F.4	Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.
MA10.F.5	Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard. Recognize that different forms reveal more or less information about a given situation.
MA10.F.6	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
MA10.F.7	Understand that a function from one set (called the domain or independent variable) to another set (called the range or dependent variable) assigns to each element of the domain exactly one element of the range. Understand that if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . Understand the graph of f is the graph of the equation $y = f(x)$.
MA10.F.8	Identify the domain and range of relations represented in tables, graphs, verbal descriptions, and equations.
MA10.F.9	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described. Identify independent and dependent variables and make predictions about the relationship.
MA10.F.10	Understand and interpret statements that use function notation in terms of a context; relate the domain of the function to its graph and to the quantitative relationship it describes.
Area: Data Analysis, Statistics and Probability	
MA10.DASP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two

	quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
MA10.DASP.2	Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
MA10.DASP.3	For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.
MA10.DASP.4	Distinguish between random and non-random sampling methods, identify possible sources of bias in sampling, describe how such bias can be controlled and reduced, evaluate the characteristics of a good survey and well-designed experiment, design simple experiments or investigations to collect data to answer questions of interest, and make inferences from sample results.
MA10.DASP.5	Understand that statistics and data are non-neutral and designed to serve a particular interest. Analyze the possibilities for whose interest might be served and how the representations might be misleading.
MA10.DASP.6	Find a linear function that models a relationship (with and without technology) for a bivariate data set to make predictions; interpret the slope and y-intercept, and compute (with and without technology) and interpret the correlation coefficient.
MA10.DASP.7	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns (including joint, marginal, and conditional relative frequencies) to describe possible associations and trends in the data.

MA10.DASP.8	Distinguish between correlation and causation.
Area: Number Sense, Expressions, and Computation	
MA10.NSEC.1	Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
MA10.NSEC.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
MA10.NSEC.3	Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
MA10.NSEC.4	Rewrite and evaluate numeric expressions with positive rational exponents using the properties of exponents.
MA10.NSEC.5	Simplify square roots of non-perfect square integers and algebraic monomials.
MA10.NSEC.6	Solve real-world problems with rational numbers by using multiple operations.
MA10.NSEC.7	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MA10.NSEC.8	Simplify algebraic rational expressions, with numerators and denominators containing monomial bases with integer exponents, to equivalent forms.
MA10.NSEC.9	Factor common terms from polynomials and factor polynomials completely. Factor the difference of two squares, perfect square trinomials, and other quadratic expressions.
MA10.NSEC.10	Understand polynomials are closed under the operations of addition, subtraction, and multiplication with integers; add, subtract, and multiply polynomials and divide polynomials by monomials.

Area: Systems of Equations and Inequalities	
MA10.SEI.1	Understand the relationship between a solution of a pair of linear equations in two variables and the graphs of the corresponding lines. Solve pairs of linear equations in two variables by graphing; approximate solutions when the coordinates of the solution are non-integer numbers.
MA10.SEI.2	Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. Solve pairs of linear equations in two variables using substitution and elimination.
MA10.SEI.3	Write a system of two linear equations in two variables that represents a real-world problem and solve the problem with and without technology. Interpret the solution and determine whether the solution is reasonable.
MA10.SEI.4	Represent real-world problems using a system of two linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other pairs of linear inequalities by graphing with and without technology.
Area: Quadratic and Exponential Equations and Functions	
MA10.QEEF.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations.
MA10.QEEF.2	Graph exponential and quadratic equations in two variables with and without technology.
MA10.QEEF.3	Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), finding square roots, using the quadratic formula, and factoring, as appropriate to the initial form of the equation.
MA10.QEEF.4	Represent real-world problems using quadratic equations in one or two variables

	and solve such problems with and without technology. Interpret the solution and determine whether it is reasonable.
MA10.QEEF.5	Use and apply the process of factoring to determine zeros (x-intercepts and solutions), lines of symmetry, and extreme values in real-world and other mathematical problems involving quadratic functions; interpret the results in the real-world contexts.
MA10.QEEF.6	Represent real-world and other mathematical problems that can be modeled with exponential functions using tables, graphs, and equations of the form $y = ab^x$ (for integer values of $x > 1$, rational values of $b > 0$ and $b \neq 1$); translate fluently among these representations and interpret the values of a and b .
MA10.QEEF.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations.
MA10.QEEF.2	Graph exponential and quadratic equations in two variables with and without technology.
MA10.QEEF.3	Solve quadratic equations in one variable by inspection (e.g., for $x^2 = 49$), finding square roots, using the quadratic formula, and factoring, as appropriate to the initial form of the equation.
Area: Geometry and Measurement	
MA10.GM.1	Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.
MA10.GM.2	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
MA10.GM.3	Understand that a two-dimensional figure is congruent to another if the second can be

	obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.
MA10.GM.4	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
MA10.GM.5	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
MA10.GM.6	Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

Attachment 3
Indiana Graduation Exit Standards in Major Content Areas

Subject: English Language Arts Grade Level: 12	
Area: Reading	
Expected Skills Upon Graduation: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.	Examples
	Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently
	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Area: Writing Expected Skills Upon Graduation: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to	Examples:
	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
	Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a

<p>create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <ul style="list-style-type: none"> • Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. □ <p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> • Pronouns – Students are expected to build upon and continue applying conventions learned previously. • Verbs – Students are expected to build upon and continue applying conventions learned previously. • Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. • Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. • Usage – Students are expected to build upon and continue applying conventions learned previously. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>11-12.W.6.2a Capitalization – Students are expected to build upon and continue applying conventions learned previously.</p> <ul style="list-style-type: none"> • Punctuation –
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	<p>Students are expected to build upon and continue applying conventions learned previously.</p> <ul style="list-style-type: none"> • Spelling – <p>Students are expected to build upon and continue applying conventions learned previously.</p>
<p>Area: Speaking and Listening Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.</p>	Examples:
	Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
	Integrate multiple sources of information presented in diverse media and formats (<i>e.g., visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<p>Area: Media Literacy Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society</p>	Examples:
	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. □
Subject: Calculus	
Grade Level: 12	
Expected Skills Upon Graduation: The expectations for Calculus are made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The skills listed in each strand demonstrate what students should know and be able to do in Calculus.	
Area: Limits and Continuity	Examples:
	C.LC.1: Understand the concept of limit and estimate limits from graphs and tables of values.
	Find limits by substitution.
	Find limits of rational functions that are undefined at a point.
	Decide if a function is continuous at a point.
	Understand and use the Intermediate Value Theorem on a function over a closed interval.
	Understand and apply the Extreme Value Theorem: If $f(x)$ is continuous over a closed interval, then f has a maximum and a minimum on the interval.
Area: Differentiation	Examples:
	Understand the concept of derivative geometrically, numerically, and analytically, and interpret the derivative as a rate of change.
	State, understand, and apply the definition of derivative.
	Understand and apply the relationship between differentiability and continuity.

	Understand and apply the Mean Value Theorem.
Area: Application of Derivatives	Find the slope of a curve at a point, including points at which there are vertical tangents and no tangents.
	Find a tangent line to a curve at a point and a local linear approximation.
	Decide where functions are decreasing and increasing. Understand the relationship between the increasing and decreasing behavior of f and the sign of f' .
	Solve real-world and other mathematical problems finding local and absolute maximum and minimum points with and without technology.
	Model rates of change, including related rates problems.
Area: Integrals	Use rectangle approximations to find approximate values of integrals.
	Calculate the values of Riemann Sums over equal subdivisions using left, right, and midpoint evaluation points.
	C.I.4: Understand the Fundamental Theorem of Calculus: Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval, that is $\int_a^b f'(x)dx = f(b) - f(a)$

Subject: Physics II	
Grade Level 12	
Expected Skills Upon Graduation: For the high school science courses, the content standards are organized around the core ideas in each particular course. Within each core idea are indicators which serve as the more detailed expectations within each of the content areas.	Examples
Area: Energy and Momentum in Two Dimensions	For a system consisting of a single object with a net external force applied, qualitatively and quantitatively predict changes in its linear momentum using the impulse-momentum theorem and in its translational kinetic energy using the work-energy theorem.

	For a system consisting of a two objects with no net external forces applied, qualitatively and quantitatively analyze a two dimensional interaction (i.e. collision or separation) to show that the total linear momentum of the system remains constant.
	For a system consisting of two objects moving in two dimensions with no net external forces applied, apply the principles of conservation of linear momentum and of mechanical energy to quantitatively predict changes in the linear momentum, velocity, and kinetic energy after the interaction between the two objects.
	Classify interactions between two objects moving in two dimensions as elastic, inelastic, and completely inelastic.
	For a system consisting of a two objects with no net external forces applied, qualitatively and quantitatively analyze a two dimensional interaction (i.e. collision or separation) to show that the total linear momentum of the system remains constant.
Area: Thermal Energy	Examples:
	Develop graphical and mathematical representations that describe the relationship among the temperature, thermal energy, and thermal energy transfer (i.e. heat) in the kinetic molecular theory and apply those representations to qualitatively and quantitatively describe how changing the temperature of a substance affects the motion of the molecules.
	Describe the process of the transfer of thermal energy (i.e. heat) that occurs during the heating cycle of a substance from solid to gas and relate the changes in molecular motion to temperature changes that are observed.
	Cite evidence from everyday life to describe the transfer of thermal energy by conduction, convection, and radiation.
	Develop graphical and mathematical representations that describe the relationship among the volume, temperature, and number of molecules of an ideal gas in a closed system and the pressure exerted by the system

	and apply those representations to qualitatively and quantitatively describe how changing any of those variables affects the others.
	Describe the slope of the graphical representation of pressure vs. the product of: the number of particles, temperature of the gas, and inverse of the volume of the gas in terms of the ideal gas constant.
	Using PV graphs, qualitatively and quantitatively determine how changes in the pressure, volume, or temperature of an ideal gas allow the gas to do work and classify the work as either done on or done by the gas.
	Develop graphical and mathematical representations that describe the relationship among the temperature, thermal energy, and thermal energy transfer (i.e. heat) in the kinetic molecular theory and apply those representations to qualitatively and quantitatively describe how changing the temperature of a substance affects the motion of the molecules.
	Describe the process of the transfer of thermal energy (i.e. heat) that occurs during the heating cycle of a substance from solid to gas and relate the changes in molecular motion to temperature changes that are observed.
Area: Fluids	For a static, incompressible fluid, develop and apply graphical and mathematical representations that describe the relationship between the density and the pressure exerted at various positions in the fluid, and apply those representations to qualitatively and quantitatively describe how changing the depth or density affects the pressure.
	Qualitatively and quantitatively determine how the density of fluid or volume of fluid displaced is related to the force due to buoyancy acting on either a floating or submerged object as described by Archimedes' principle of buoyancy.
	Develop and apply the principle of constant volume flow rate to determine the relationship between cross-sectional area of a pipe and the

	velocity of an incompressible fluid flowing through a pipe.
	Develop and apply Bernoulli's principle and continuity equations to predict changes in the speed and pressure of a moving incompressible fluid.
	Describe how a change in the pressure of a static fluid in an enclosed container is transmitted equally in all directions (Pascal's Principle) and apply Pascal's Principle to determine the mechanical advantage of a hydraulic system.
	For a static, incompressible fluid, develop and apply graphical and mathematical representations that describe the relationship between the density and the pressure exerted at various positions in the fluid, and apply those representations to qualitatively and quantitatively describe how changing the depth or density affects the pressure.
	Qualitatively and quantitatively determine how the density of fluid or volume of fluid displaced is related to the force due to buoyancy acting on either a floating or submerged object as described by Archimedes' principle of buoyancy.
	Develop and apply the principle of constant volume flow rate to determine the relationship between cross-sectional area of a pipe and the velocity of an incompressible fluid flowing through a pipe.
Area: Electricity	Examples:
	Describe the methods of charging an object (i.e. contact, induction, and polarization) and apply the principle of conservation of charge to determine the charges on each object after charge is transferred between two objects by contact.
	For a single isolated charge, develop and apply graphical and mathematical representations that describe the relationship between the amount of charge, the distance from the charge and the strength of the electric field created by the charge and apply those representations to qualitatively and quantitatively describe how changing either

	the amount of charge or distance from the charge affects the strength of the electric field.
	Using Coulomb's law, pictorially and mathematically describe the force on a stationary charge due to other stationary charges. Understand that these forces are equal and opposite as described by Newton's third law and compare and contrast the strength of this force to the force due to gravity.
	For a single isolated charge, develop graphical and mathematical representations that describe the relationship between the amount of charge, the distance from the charge and the electric potential created by the charge and apply those representations to qualitatively and quantitatively describe how changing either the amount of charge or distance from the charge affects the electric potential.
	Map electric fields and equipotential lines, showing the electric field lines are perpendicular to the equipotential lines, and draw conclusions about the motion of a charged particle either between or along equipotential lines due the electric field.
	Distinguish between electric potential energy and electric potential (i.e. voltage).
Area: Simple and Complex	Examples:
	Relate the idea of electric potential energy to electric potential (i.e. voltage) in the context of electric circuits.
	Develop graphical and mathematical representations that describe the relationship between the between the amount of current passing through an ohmic device and the amount of voltage (i.e. EMF) applied across the device according to Ohm's Law. Apply those representations to qualitatively and quantitatively describe how changing the current affects the voltage and vice versa for an ohmic device of known resistance.
	Describe the slope of the graphical representation of current vs. voltage or

	voltage vs. current in terms of the resistance of the device.
	Define and describe a device as ohmic or non-ohmic based on the relationship between the current passing through the device and the voltage across the device based on the shape of the curve of a current vs. voltage or voltage vs. current graphical representation.
	Explain and analyze simple arrangements of electrical components in series and parallel DC circuits in terms of current, resistance, voltage and power. Use Ohm's and Kirchhoff's laws to analyze DC circuits.
	Relate the idea of electric potential energy to electric potential (i.e. voltage) in the context of electric circuits.
	Develop graphical and mathematical representations that describe the relationship between the between the amount of current passing through an ohmic device and the amount of voltage (i.e. EMF) applied across the device according to Ohm's Law. Apply those representations to qualitatively and quantitatively describe how changing the current affects the voltage and vice versa for an ohmic device of known resistance.
	Describe the slope of the graphical representation of current vs. voltage or voltage vs. current in terms of the resistance of the device.
Area: Magnetism	Describe the magnetic properties of ferromagnetic, paramagnetic, and diamagnetic materials on a macroscopic scale and atomic scale.
	Develop and apply a mathematical representation that describes the relationship between the magnetic field created by a long straight wire carrying an electric current, the magnitude of the current, and the distance to the wire.
	Describe the motion of a charged or uncharged particle through a uniform magnetic field.
	Determine the magnitude of the magnetic force acting on a charged particle moving through a uniform magnetic field and apply

	the right hand rule to determine the direction of either the magnetic force or the magnetic field.
	Describe the practical uses of magnetism in motors, electronic devices, mass spectroscopy, MRIs, and other applications.
	Describe the magnetic properties of ferromagnetic, paramagnetic, and diamagnetic materials on a macroscopic scale and atomic scale.
	Develop and apply a mathematical representation that describes the relationship between the magnetic field created by a long straight wire carrying an electric current, the magnitude of the current, and the distance to the wire.
	Describe the motion of a charged or uncharged particle through a uniform magnetic field.
	Determine the magnitude of the magnetic force acting on a charged particle moving through a uniform magnetic field and apply the right hand rule to determine the direction of either the magnetic force or the magnetic field.
Area: Electromagnetic	Examples:
	Develop and apply a mathematical representation that describes the relationship between the magnetic field created by a long straight wire carrying an electric current, the magnitude of the current, and the distance to the wire.
	Describe the motion of a charged or uncharged particle through a uniform magnetic field.
	Determine the magnitude of the magnetic force acting on a charged particle moving through a uniform magnetic field and apply the right hand rule to determine the direction of either the magnetic force or the magnetic field.
	Describe the practical uses of magnetism in motors, electronic devices, mass spectroscopy, MRIs, and other applications.
	Describe the magnetic properties of ferromagnetic, paramagnetic, and diamagnetic

	materials on a macroscopic scale and atomic scale.
Area: Geometric Optics	Examples:
	Develop the relationship among frequency, wavelength, and energy for electromagnetic waves across the entire spectrum.
	Explain how electromagnetic waves interact with matter both as particles (i.e. photons) and as waves and be able to apply the most appropriate model to any particular scenario.
	Develop graphical and mathematical representations that describe the relationship between the frequency of a photon and the kinetic energy of an electron emitted through the photoelectric effect and apply those representations to qualitatively and quantitatively describe how changing the frequency or intensity of light affect the current produced in the photoelectric effect.
	Describe the slope of the graphical representation of the kinetic energy of a photoelectron vs. frequency in terms of Planck's constant.
	Develop graphical and mathematical representations that describe the relationship between the wavelength of monochromatic light, spacing between slits, distance to screen, and interference pattern produced for a double-slit scenario and apply those representations to qualitatively and quantitatively describe how changing any of the independent variables affects the position of the bright fringes.
	Develop graphical and mathematical representations that describe the relationship between the angle between two polarizing filters and the intensity of light passed through the filters from an unpolarized light source and apply those representations to qualitatively and quantitatively describe how changing the angle between polarizing filters affects the intensity of light passing through both filters.
Area: Modern Physics	Examples:
	Describe the Standard Model and explain the composition and decay of subatomic particles

	using the Standard Model and Feynman diagrams.
	Explain the stability of the nucleus considering the electromagnetic repulsion in the nucleus and how forces govern binding energy and radioactive decay for different elements.
	Qualitatively compare and contrast how particle interactions, fission, and fusion can convert matter into energy and energy into matter and calculate the relative amounts of matter and energy in such processes.
	Apply the conservation of mass, conservation of charge, and conservation of linear momentum principles to describe the results of a radioactive particle undergoing either alpha or beta decay.
	Know and describe how a particle accelerator functions and how current high energy particle physics experiments are being used to develop the Standard Model.
	Describe the Standard Model and explain the composition and decay of subatomic particles using the Standard Model and Feynman diagrams.

Subject: United States Government Grade Level: 12	
Expected Skills for Graduation: United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. A focus on American interactions with other nations, and the government's role in world affairs, will also be included. Using primary and secondary resources, students articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.	
Area: The Nature of Politics and Government	Examples:
	Students identify, define, compare and contrast ideas regarding the nature of

	government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. Students also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.
Area: Foundations of Government in the United States	Students identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They also analyze the meaning and application of core ideas to government, politics and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.
Area: Purposes, Principles and Institutions of Government in the United States	Students explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. Students describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.
Area: The Relationship of the United States to Other Nations in World Affairs	Students analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.
Area: Roles of Citizens in the United States	Students explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.

Standards for Kindergarten (Math)

Standard	Skills
Area: Number Sense	
MA.K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.
MA.K.NS.2	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MA.K.NS.3	Find the number that is one more than or one less than any whole number up to 20
MA.K.NS.4	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
MA.K.NS.6	Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.
MA.K.NS.7	Identify whether the number of objects in one group is greater
MA.K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals
MA.K.NS.9	Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
MA.K.NS.10	Separate sets of ten or fewer objects into equal groups
MA.K.NS.11	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.
Area: Computation and Algebraic Thinking	

MA.K.CA.1	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.
MA.K.CA.2	Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).
MA.K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]
MA.K.CA.4	Find the number that makes 10 when added to the given number
MA.K.CA.5	Create, extend, and give an appropriate rule for simple repeating
Area: Geometry	
MA.K.G.1	MA.K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.
MA.K.G.2	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MA.K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).
Area: Measurement	
MA.K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
MA.K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.

	Understand that clocks and calendars are tools that measure time.
Area: Data Analysis	
MA.K.DA.1	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

Attachment 4
Calendar and Schedules

iLEAD Indiana School Year 2019-20 Proposed calendar (Pending Board Approval)

Staff Training/School Breaks Proposal:

- Reserve end of July/ beginning of August for Onboarding and New Staff Training (8 days= 64 hours)
- Allocate one week in October for professional development
 - Three days of training + 2 days for personal professional learning choice (Suggestions: visiting other iLEAD schools programs, attending workshops, conferences, “Sharpening the Saw”, collaborating with other schools/sites/programs, etc.) (5 days=40 hours)
- Allocate one day in November for professional preparation (1 day =8 hours)
- Allocated two days March for professional development (2 days= 16 hours)
- Allocate two days in April for professional development and 1 prep (2 days =16)
- Reserve one iLEAD Indiana team building day (Monday after winter break) (1 day =8 hours)
- TOTAL HOURS OF PROFESSIONAL DEVELOPMENT OUTSIDE SCHOOL DAY =152 hours

July 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29 Camp Make: Professional Learning/Training Day	30 Camp Make: Professional Learning/Training Day	31 Camp Make: Professional Learning/Training Day	1 Camp Make: Professional Learning/Training Day	2 Camp Make: Professional Learning/Training Day	3	4

August 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 Staff Retreat	6 Staff Retreat	7 Meet the Facilitators	8 First Day of School	9	10	11
12	13	14	15	16	17	18
19	20	21 MAP Assessment Window Open*	22 MAP Assessment Window Open*	23 MAP Assessment Window Open	24	25
26 MAP Assessment Window Open	27 MAP Assessment Window Open	28 MAP Assessment Window Open	29 MAP Assessment Window Open	30 MAP Assessment Window Open	31	1

September 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2 Labor Day No School for All	3 MAP Assessment Window Open	4 MAP Assessment Window Open*	5 K-5 ONLY- Assessment*** MAP Assessment Window Open	6 K-5 ONLY- assessment MAP Assessment Window Open	7	8
9 MAP	10 MAP	11 MAP	12 MAP	13 ILPs**	14	15

Assessment Window Open	Assessment Window Open	Assessment Window Open	Assessment Window Open	<i>(Individualized Learning Plans)</i>		
16	17	18	19 ILPs	20 ILPs	21	22
23	24	25	26	27 ILPs	28	29
30						

October 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7 Learner Free Day: Staff Training	8 Learner Free Day: Staff Training	9 Learner Free Day: Staff Training	10 Learner Free Day: Staff Training	11 Learner Free Day: Staff Training	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11 Veterans Day	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 Fall Break Learner Free Day: Staff Training	28 Fall Break	29 Fall Break	30	

December 2019

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9 MAP window	10 MAP window	11 MAP window	12 MAP window	13 MAP window	14	15
16 MAP window	17 MAP window	18 MAP window	19 MAP window	20 MAP window	21	22

				End of Semester		
23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28	29
30 Winter Break	31 Winter Break					

January 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 Winter Break	2 Winter Break	3 Winter Break	4	5
6 Pupil free day: All staff retreat day	7 MAP Window	8 MAP Window	9 MAP Window	10 MAP Window	11	12
13 MAP Window	14 MAP Window	15 MAP Window	16 MAP Window	17 MAP Window	18	19
20 Martin Luther King Day No School	21 MAP Make Ups	22 MAP Make Ups	23 MAP Make Ups	24 MAP Make Ups <hr/> Reports of Progress sent home	25	26
27	28	29	30	31		

February 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Presidents' Day No School	18	19	20	21	22	23
24	25	26	27	28	29	

March 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 MAP window	17 MAP window	18 MAP window	19 MAP window All grades Learner Led Conferences (LLCs)	20 MAP window Learner Free Day- All grades Learner Led Conferences (LLCs)	21	22

23 Spring Break	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28	29
30 Learner Free Day for Staff Professional Learning	31 Learner Free Day for Staff Professional Learning					

April 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 MAP window	2 MAP window	3 MAP window	4	5
6 MAP window	7 MAP window	8 MAP window	9 MAP window	10 MAP window	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30 K-5 only Assessments (end of year)			

May 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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				1 K-5 Only Assessments (end of year)	2	3
4	5	6	7	8	9	10
11 Showcases of Learning	12 Showcases of Learning	13 Showcases of Learning	14 Showcases of Learning	15 Showcases of Learning	16	17
18	19	20	21	22	23	24
25 Memorial Day	26 Showcases of Learning	27 Showcases of Learning	28 Showcases of Learning	29 Last Day of School	30	31

June 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

22	23	24	25	26	27	28
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* Map Window Open- Learners participate in NWEA Measuring of Academic Progress (MAP) Math and ELA national assessment.

** Individualized learning Plans (ILPS)- Facilitators/Teachers and Learners get together for a one-one-one session in order to develop an initial ILP

*** Minimum day for all grades assessments- These days are allocated for iEAD assessments such as Fountas and Pinnell, Phonics and Phonemic Assessment, Words/Vocabulary Inventories, and other reading and writing assessments.

**** All Fridays are “minimum days/half days” for learners due to staff training/professional learning..

Daily Schedule

Role	7:00-7:15	7:15-7:30	7:30-8:00	8:00-8:15	8:15-8:30	8:30-9:45	9:45-10:00
Teacher		Arrive	Emails	Welcome Activity	Attendance	Math	Recess Duty
Regular Student				Arrive	Advisory	Math	Recess/Break
SPED Student				Arrive	Warm Up Activity	Co-taught Math	Recess/Break
ESL Student				Arrive	Greetings/Interaction	Math	Recess/Break
Gifted Student				Arrive	Advisory/Emails	Accelerated Math	Recess/Break
School Leader	Arrive	Admin	Data	Greet Learners	Announcements	Formal Observation	Recess Duty

Role	10:00-11:15	11:15-12:15	12:15-12:45	12:45-1:30	1:30-2:45	2:45-3:30	3:30-3:45
Teacher	ELA	Social Studies	Lunch	Lunch	Science	Plan	Safety/Dismissal Duty
Regular Student	ELA	Social Studies	Lunch	Foreign Language/PE	Science	Art/Music	Break/Resource
SPED Student	ELA Intervention	Social Studies	Lunch	PE/Tutor	Science	Art/Music	Dismissal/or Enrich/Tutor
ESL Student	TESOL Resource	Social Studies	Lunch	Foreign Language/PE	Science	Art/Music	Dismissal or Enrichment
Gifted Student	ELA Mentoring	Social Studies	Lunch	Foreign Language	Science	Art/Music/PE	Enrichment
Leader	Lesson Plan Approvals	Lunch	Lunch Duty	Formal Observations	Meet with Parents	Meet with Staff	Interaction/Dismissal

3:45-

Facilitators are excused

3:45-4:30

Enrichment classes are offered, for SPED students tutors are provided, ESL students it is optional and Gifted students are encouraged to participate

4:30-4:45- Dismissal for all Enrichment students

Leader has Dismissal duty

Attachment 5

Enrollment

iLEAD South Bend will participate in the South Bend Community School Corporation School Choice and admissions will be by lottery. We will comply with all district regulations for participating in School Choice and will follow the Corporations timelines. South Bend Charter will have no admissions requirements.

1. Enrollment Policy

iLEAD South Bend will include grades K-5 and 9. iLEAD is committed to the premise that its school population will represent the educational community of the South Bend School District in terms of gender, ethnicity, and economic status. Recruitment will be focused on maintaining a balanced and diverse learner body. Admitted learners may continue their enrollment from year to year.

iLEAD South Bend will follow all state and federal laws prohibiting discrimination. The educational program of South Bend will be nonreligious and nonsectarian. iLEAD South Bend will not discriminate in its enrollment on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. No learner will be denied admission because of academic performance. iLEAD South Bend will comply with all applicable, approved policies and regulations and the requirements of federal and state law concerning the education of children with disabilities.

If a grade level is overenrolled, iLEAD South Bend will use a random selection lottery and then a waiting list format for enrollment of all learners who do not have priority status. Open Enrollment is open to any learner who resides within the state of Indiana and subject to iLEAD South Bend total enrollment limitations.

Each year, current iLEAD South Bend learners will submit an Intent to Return for the following school year during the month of December. New learners' families will submit applications for their learner(s) between the open enrollment dates of January 15th through January 31st. The open enrollment period will be announced through the communication procedures at iLEAD South Bend for current learners, as well as advertised in various forms for prospective learners. By February 10th of each year, iLEAD South Bend will first enroll learners with priority status in each grade level, and then the school will determine the number of open slots in each grade level.

2. Priority Status

Priority status for enrollment will be given to learners re-enrolling, the children of current staff members (on a first-come first-served basis, up to 20% of total enrollment), and siblings of currently enrolled learners. For purposes of this policy a "staff member" is any individual formally employed by iLEAD South Bend who receives an I.R.S. Form W-2 from iLEAD South Bend. Interested in-district learners, meaning learners who reside in South Bend School District boundaries, will always be given enrollment priority and placed on any wait list ahead of out-of-district learners.

3. Lottery and Enrollment Process

On or around February 10th of each year, a lottery will be conducted to determine the order of enrollment for learners in the next school year for any grade level that is oversubscribed. After the first year, a waitlist created for each grade level that is oversubscribed will be carried over to the next year. Each learner who applied to be included during the open enrollment period will be added in rank order to the list created by the lottery, except that in-district learners will always be placed higher on the list than out of district learners. The lottery list created each year will be added to the end of existing wait list from the previous year, except that in-district learners will always be placed higher on the list than out of district learners. Open slots in each grade level will be filled in the order in which a learner's name is on the list, maintaining the rank order generated by each year's lottery for each group. Parents or guardians of learners selected for enrollment will be notified of their learner(s)'s selection by phone and email (if provided by parent/guardian) and will be given 72 hours from the date notifications are sent to confirm their continued interest in enrolling their learner(s) in iLEAD South Bend. If the parent/ guardian declines enrollment or fails to respond within the 72 hours, the next learner on the list will be notified, until full enrollment is reached in that grade level. Once full enrollment is reached in each grade level, the lottery list will be converted into a waiting list, or added to the existing wait list. Families new to iLEAD South Bend that are still on the waiting list will receive notification of their status with updates if their status changes.

Once a learner is notified of their selection for enrollment, but prior to being officially enrolled, a registration packet must be submitted. If a learner fails to submit a complete registration packet within five business days of being notified of selection, iLEAD South Bend may move the learner to the end of the wait list and notify the next learner line from the waitlist for that slot. The registration packet consists of items such as: Admission Form, Learner Information Form, Photography/Video Permission, General Field Trip Permission, and other documents as required by iLEAD South Bend or state. The registration packet for new learners consists of all of the above items plus a documentation of age (such as copy of the birth certificate), documentation of last grade completed (such as copy of last report card), copy of immunization record, information regarding IEP/504/GT or other educational plans. We encourage parents/guardians to attend one of the parent orientations and/or a tour of the school to ensure that families are making the best choice for their learner(s). Enrollment of learners with special needs who are selected by the lottery will be done in accordance with iLEAD South Bend's charter contract and applicable state and federal laws. iLEAD South Bend reserves the right to grant an extension to the deadline to complete the registration packet.

Enrollment for any open slot or for a spot on the waitlist will be accepted through October 10th. After the lottery is completed, interested learners will be added to the end of the waitlist in the order that they complete an enrollment form, except that in-district learners will always be placed before district learners on the waitlist.

Current learners who miss the December deadline for re-enrollment, and cannot justify having missed the deadline, will be placed in the lottery as though they are a new learner. If a learner does

not show up or fails to complete the registration packet by the first day of school, iLEAD South Bend will make an effort to contact the family to understand their intentions. If after two days the learner still has not shown up for school, there is no communication from the family, or the registration packet is still incomplete, the slot may be offered to the next learner on the waiting list, continuing this process until the slot is filled or the wait list is exhausted.

4. Other Enrollment Policies

New learners will be assessed the first week of school for placement in reading and math groups. Current learners will be assessed at the end of the prior school year. The Registrar follows the procedures used by South Bend Community Schools Corporation for the transfer of learner records to and from iLEAD South Bend. Learners who exit iLEAD South Bend before the end of the school year are required to complete the Withdrawal Form and take care of any outstanding debts before records will be released by iLEAD South Bend. For learners transferring in or out of iLEAD South Bend, learner records will go through iLEAD South Bend's main office first before being sent to the receiving school or district.

5. Re-Enrollment Targets

The goal for learner re-enrollment is 90% per year, both cumulatively and per class and will be averaged over a 2-year period. Sub goals, based on target classification groups, may be established by the end of Year 2, based on the demographics of admissions in Years 1 and 2.

Attachment 6

Student Discipline

School-wide Expectations

The new school will articulate clear expectations for student behavior built around the following core principles:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

These will be explicitly taught, posted and referenced throughout the school year. They will be included in our family handbook and explained to parents at orientation. At the beginning of the school year, and at intervals throughout the year, these goals and principles will be discussed with the students in order to come to a common understanding of what they mean and why they are important, and then help our students to incorporate them into their daily lives. The Family Handbook will also contain a list of non-negotiable behaviors that are absolutely prohibited and may lead to serious consequences, such as suspension or expulsion. These are contained in our Discipline Policy.

CLASSROOM MANAGEMENT

Each facilitator is fully responsible for the discipline in his or her classroom. He or she will collaborate with students to develop a classroom management system to help students understand and integrate these guidelines and rules into their daily activities. The classroom guidelines will be discussed explicitly with students as facilitators are creating a community in their classroom. Staff and the School Director will discuss the school-wide disciplinary guidelines, which include conflict resolution techniques. Facilitators are responsible for making their classroom management system known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and support to carry out the rules and guidelines, ensuring uniformity in understanding, interpretation, and implementation of the system.

CONSEQUENCES

We recognize that despite explicit training and support in developing the social-emotional skills described above, students will sometimes behave in ways that deviate from the norms of the school culture and more importantly violate rules that have been established to ensure the safety of all members of the community and to create an environment conducive to learning. The new school will employ a continuum of consequences that is aligned to the severity of the misbehavior and allow flexibility for each situation. As the behaviors escalate, so will the consequences.

- Warning and reminder: This may take place in or out of the classroom.
- Think time: This allows children to cool off and situations to diffuse before it becomes a larger issue.
- A reflection time may take place in a quiet place in the classroom, outside of a classroom, or in the office.

- A respectful, related consequence: This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a desk, the consequence may be to clean the desks in the classroom during lunch.
- A disciplinary referral to the office: This consequence reflects the seriousness of the situation. Initially, the child fills out a form describing what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again. Every form goes home and requires a parent signature. This step includes a phone call to the parents.
- In-house suspension: The child would come to school and do schoolwork in an isolated situation. (Fighting will result in an in-house or home suspension)
- Suspension/parental supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- Expulsion: The ultimate consequence is to permanently expel a student from the school community.

As the continuum of consequences illustrates, discipline begins with the classroom teacher who, in most cases, can address misbehavior with clear rules and expectations, rapport with students and their families, and organized and engaging instruction that provides students with frequent feedback and opportunities for success. Having a teacher assistant in every classroom provides the option of an adult addressing a student's misbehavior immediately without disrupting instruction for other students. However, when situations arise that require additional assistance, the classroom teacher may call the parent, School Director, and/or Education Specialists.

DUE PROCESS

The new school will annually publish a Family Handbook that describes detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified.

- Short--Term Suspension: The school may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The School Director will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The School Director may then, at his or her discretion, decide to impose lesser consequences than suspension.
- Long--Term Suspension: The school may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The School Director or a delegate will preside over the hearing and all members of the staff who were involved in

witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the School Director will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

- Expulsion: If the Director decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Director will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

Because the new school will strive to present the students with opportunities that exceed those available at most traditional school our students must also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do his or her best, both academically and behaviorally. If there's a problem, we personally speak with the child, discuss the options for making good decisions, set appropriate consequences, and strive to help the student internalize the importance of taking responsibility for his or her own learning and behavior. As a framework for this, we have our expected student learning results. With our emphasis on the 7 Habits of Highly Effective People by Steven Covey, we will prepare our graduates for the 21st Century by teaching them to be:

- Inquirers
- Knowledgeable thinkers
- Communicators
- Principled
- Open--minded
- Caring
- Risk--takers
- Balanced
- Reflective

STUDENT EXPECTATIONS

The school model's fundamental expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it

These will be explicitly taught, posted and referenced throughout the school year. They will be included in the family handbook and explained to parents at orientation. At the beginning of the school year, and at intervals throughout the year, these goals and principles will be discussed with the students in order to come to a common understanding of what they mean and why they are important, and then help the learners to incorporate them into their daily lives.

PROSCRIBED BEHAVIORS

The following behaviors are violations of school culture and grounds for serious consequences, including suspension and expulsion. A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activities or school attendance occurring at the new iLEAD school or at any other school sponsored (related) activity: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

Out-of-School and Exclusionary Discipline: Suspensions, Expulsion, Restraint and Seclusion, and Alternative Placements Grounds for possible suspension or expulsion LAWS IC 20-33-8-17. Student's legal settlement not in attendance area. A student may be expelled from school if the student's legal settlement is not in the attendance area of the school corporation where the student is enrolled. IC 20-33-8-14. Grounds for suspension or expulsion.

The following are the grounds for student suspension or expulsion, subject to the procedural requirements of this chapter and as stated by school corporation rules:

- (1) Student misconduct.
- (2) Substantial disobedience.

The grounds for suspension or expulsion listed in subsection (a) apply when a student is:

- (1) on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;
- (2) off school grounds at a school activity, function, or event
- (3) traveling to or from school or a school activity, function, or event. IC 20-33-8-15.

Unlawful activity by student. In addition to the grounds specified in section 14 of this chapter, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if:

- (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function;
- (2) the student's removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions. IC 20-33-8-16.

Possession of firearms, deadly weapons, or destructive devices. Notwithstanding section 20 of this chapter, a student who is:

- (1) identified as bringing a deadly weapon to school or on school property;
- (2) in possession of a deadly weapon on school property; may be expelled for not more than one (1) calendar year.

REGULATIONS No relevant regulations found. Grounds for mandatory suspension or expulsion LAWS IC 20-33-8-16. Possession of firearms, deadly weapons, or destructive devices.

Notwithstanding section 20 of this chapter, a student who is: Indiana Compilation of School Discipline Laws and Regulations Page 14

- (1) identified as bringing a firearm or destructive device to school or on school property;
- (2) in possession of a firearm or destructive device on school property; must be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period.

The superintendent may, on a case by case basis, modify the period of expulsion under subsection (d) for a student who is expelled under this section.

REGULATIONS No relevant regulations found.

For full Indiana Discipline policy please refer to:

<https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Indiana%20School%20Discipline%20Laws%20and%20Regulations.pdf>

CONSEQUENCES

We recognize that despite explicit training and support in developing the social emotional skills described above, students will sometimes behave in ways that deviate from the norms of the school culture and more importantly violate rules that have been established to ensure the safety of all members of the community and to create an environment conducive to learning. The new school will employ a continuum of consequences that is aligned to the severity of the misbehavior and allow flexibility for each situation. As the behaviors escalate, so will the consequences. The following consequences allow flexibility for individuals and varying situations. As the behaviors escalate, so will the consequences.

1. Warning and reminder: This may take place in or out of the classroom.
2. Think time: This allows children to cool off and situations to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
3. A respectful, related consequence: This step allows the flexibility for a child-or adult-created consequence. For instance, if a child wrote on a desk, the consequence may be to clean the desks in the classroom during lunch.
4. A disciplinary referral to the office: This consequence reflects the seriousness of the situation. Initially, the child fills out a form describing what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again. Every form goes home and requires a parent signature. This step includes a phone call to the parents.
5. In-house suspension: The child would come to school and do schoolwork in an isolated situation. (Fighting will result in an in-- house or home suspension).
6. Suspension/parental supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.

DUE PROCESS

The proposed iLEAD South Bend will annually publish a Family Handbook that describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. School staff will always explain to students the reasons for disciplinary actions and ask for their side of the story. School officials will consider this explanation prior to taking any disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation, e.g., disruptive behavior. For more serious issues that involve removal of the student from participation in the school, e.g., fighting or serious property damage, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement officials will be notified.

SHORT-TERM SUSPENSION

Defined as an in--school or out--of--school suspension of 10 days or less. An administrator may impose short--term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/ guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short--term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in--school or out--of--school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the School director or his/ her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The administrator may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language; otherwise a translation will be made.

LONG-TERM SUSPENSION

A long--term suspension is defined as an in--school or out of school suspension of more than 10 days. When the school proposes a long--term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long--term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in--school or out--of--school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross--examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/ guardian will be represented by counsel at the hearing, notice must be provided to the School director no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The School director or a delegate will preside over the hearing and

all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the hearing officer will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

EXPULSION

An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the School director decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the School director will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

ALTERNATIVE INSTRUCTION

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

CORPORAL PUNISHMENT

Corporal punishment is prohibited by iLEAD schools, is against the law, and will result in disciplinary action, up to and including immediate termination of employment. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor or the School director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

STUDENTS WITH DISABILITIES

The disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, that said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Attachment 7

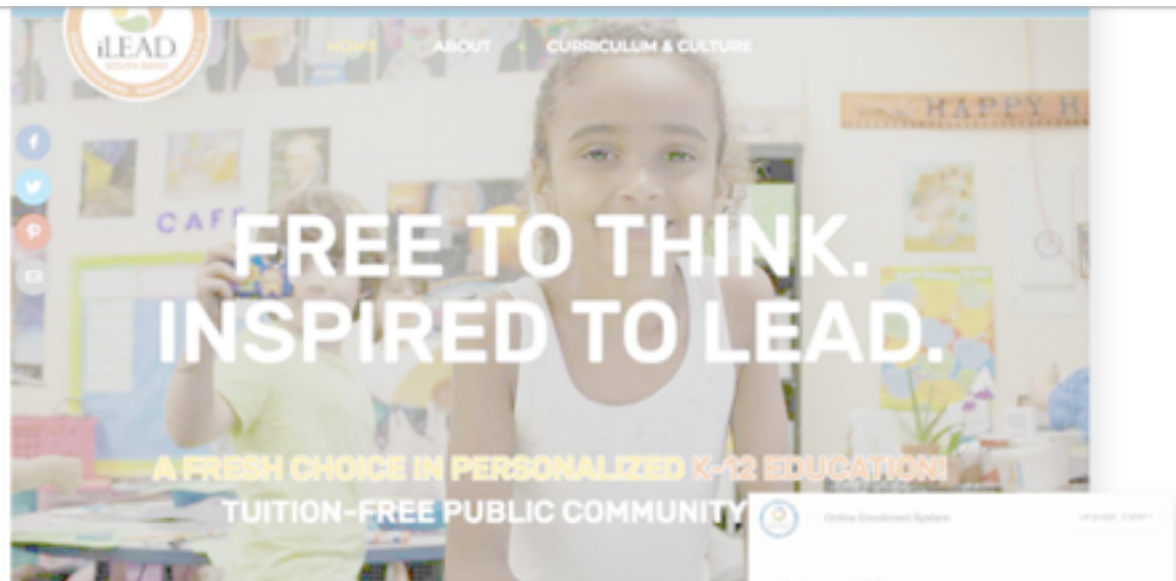
Parent and Community Involvement Evidence of Support

ILEAD Schools Development



ILEAD South Bend
**Community Outreach
& Creative Services**
In support of our new school opening
Fall 2019

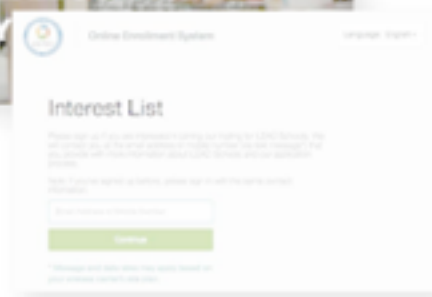




Website:

iLEADsouthbend.org

Ongoing support for website with expanding content as we raise interest and build support to school opening. SchoolMint interest list with built-in CRM support and personalized follow-up for enrollment acquisitions.



Email & Social Media

Weekly *Monday Messages* for interested and enrolled families to begin building iLEAD school culture and raise community awareness as we progress toward opening.

Ongoing social media presence with paid advertising to raise awareness of family interest events and promote traffic to website.





A Tuition-Free Public Charter School!

NOW ENROLLING TK-12th grade!




ADVENTURE
begins here!

Direct Mail & Handouts

Ongoing targeted direct mail campaign to promote family interest events, raise awareness and build enrollment.

South Bend,
Where Learning is an Adventure!

ENROLL NOW

- Project Based and Experiential Learning
- Academic Excellence
- Innovative Technologies
- Critical Thinking
- Social Emotional Development
- Entrepreneurial and Collaboration
- Learning Options (All-Round and Independent Study Home Study)





Join Us For Any of Our Informative Family Info Evenings!

Parent Info Night- Jan. 24th, 6pm
Parent Info Night- Feb. 6th, 6pm
TK/Kindergarten Round-up- Feb. 22th, 6pm



701 N Niles Ave, South Bend, IN 46617 • iLEADsouthbend.org

Get Your Fall On!



iLEAD South Bend

Harvest Festival!

Saturday, October 26th
4:00 pm - 7:00 pm

A full bounty of games & activities for children of all ages.
FREE to the public!

TRUNK or TREAT

- Race Painting
- Bounce House from Toledo Bounce.com
- Pumpkin Painting
- BLAKE SLIME!** with Imagination Station

Visit the Craft & Vendor Fair

TAKE A HAYRIDE!


Great Food Truck Sale From:
Rooney's Coast To Coast • Deets BBQ
Beatrix Burger Truck • Holey Tole Dough

Join us at
iLEAD South Bend
701 N Niles Ave,
South Bend, IN 46617
iLEADsouthbend.org



TAKE A TOUR TUESDAYS! Sign up for your tour of iLEAD South Bend iLEADsouthbend.org

True To Think, Inspired To Lead



Make a choice that will bring a smile to your family's face!

It's National School Choice Week!

What choice would you make today for your child's future? iLEAD South Bend is the choice choice for your child's future.


We are able to put a smile on their face and keep their learning from age to age easily making this place at iLEAD South Bend.

MEET FOR A MEAL

Open House
Saturday, January 15
10:00am - 1:00pm

Family Dinner Night
Wednesday, January 26
5:00pm - 7:00pm

Join us at
iLEAD South Bend
701 N Niles Ave,
South Bend, IN 46617
iLEADsouthbend.org



TAKE A TOUR TUESDAYS! Sign up for your tour of iLEAD South Bend iLEADsouthbend.org

Join us for our
iLEAD South Bend
Winter Boutique

Friday, December 7, 1:30pm-7pm

At our iLEAD South Bend Campus
Fun for the entire family!

- Multicultural holiday photo booth
- Multiple vendors with holiday crafts
- Holiday Food & Beverages
- Children's Activities
- iLEAD South Bend Campus Tour
- See our students "Presentations of Learning"

The proof is in the Presentation!

At iLEAD South Bend, Project Based Learning (PBL) emphasizes process. Throughout the year our students create and share individualized Presentations of Learning (POL) to showcase their achievement and growth. They leverage their unique creativity and present the products of their efforts to celebrate their academic successes. With continuous feedback from teachers, teachers, mentors, parents, and others involved in the process, POL is an opportunity for growth – another voice this Thanksgiving. iLEAD Spring Masters.




iLEAD South Bend
701 N Niles Ave,
South Bend, IN 46617
iLEADsouthbend.org
Phone: 513-1100



TAKE A TOUR TUESDAYS!

Magazine Advertising

South Bend Area Parent advertising campaign pre-opening and post opening to continue ongoing awareness building and support enrollment.



Event Boothing

Ongoing active event boothing at all family and education oriented community and municipal events.

iLEAD South Bend Parent Satisfaction Survey

This survey is sent via email and is completed in a Google form.

At iLEAD South Bend, we are committed to ensuring that every learner enjoys a fulfilling educational experience. We care about hearing how you and your child are adjusting to the 2019-2020 school year. Please take just 5 minutes to tell us how things are going. All responses are anonymous.

We value your time and thank you so much for your feedback. If you have any questions or concerns, please do not hesitate to reach out to your child's facilitators or the leadership team.

Q1 What led you to choose iLEAD South Bend? CHECK ALL THAT APPLY.

- ☐ Recommendation of friend or family member
- ☐ Other word-of-mouth
- ☐ Attended tour or other school event
- ☐ Interest in "non-traditional" education
- ☐ Project-based learning
- ☐ Social-emotional learning
- ☐ Other/Specify: _____

Q2 Overall, how well so far is the school meeting your expectations?

- ☐ Far exceeds expectations
- ☐ Exceeds expectations
- ☐ Equals expectations
- ☐ Short of expectations
- ☐ Far short of expectations

Q3 In what ways, if any, does it not meet your expectations?

(Provide space for comment)

Q4 In what ways, if any, did we exceed your expectations?

(Provide space for comment)

Q5 Overall, how satisfied are you with the following?

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
The enrollment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The new family information about what to expect from a new school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications over the summer about the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of communication between you and your child's facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications with the school leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to connect with other school parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 What, if anything, could we do better to support new families like yours as they join our school?

(Provide space for comment)

Q7 How useful do you find the following communications?

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied	I don't receive them	I don't read them regularly
Communications from your child's facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monday Message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other communications from school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please share any comments or suggestions regarding your experience so far this year.

(Provide space for comment)

Q9 Since this survey is anonymous, please let us know if you would like to participate in any follow up to this survey and how best to contact you.

- ☐ Your Name _____
- ☐ Learner/Student Name(s) _____
- ☐ Email Address _____
- ☐ Telephone _____

Attachment 8: School Director Job Description

School Director: The School Director is the primary administrator of the charter school's program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The School Director will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the iLEAD Hybrid's academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, learners, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholder
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and learners.

Overall Qualifications (Desired/Preferred but not required)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- At least five years experience in the education field
- Management, administrative and instructional expertise
- Curriculum development and implementation expertise
- Experience with school budget
- Willingness to learn about charter school leadership

Attachment 9 : Not applicable

Attachment 10: Annual Reports

From 7/1/2017 Through 6/30/2018

	Current Year Actual	
Revenue		
Other Revenue		
Nonresident Student Fees	65,273.00	8672
Service Fees	6,661,755.06	8680
Benefits Management/Administration Income	2,427,476.93	8681
Start-Up Reimbursements	65,000.00	8682
Misc Local Income	1,620.00	8690
Tuition & Online Classes	453,923.74	8710
Preschool Tuition	199,060.30	8715
Total Other Revenue	9,874,109.03	
Fundraising, Grants, and Donations		
Private & Corporate Donations	323.85	8820
Total Fundraising, Grants, and Donations	323.85	
Total Revenue	9,874,432.88	
Expenditures		
Classified Salaries		
Classified Office Support	2,253,637.64	2410
Classified Other Support	43,080.04	2990
Total Classified Salaries	2,296,717.68	
Employee Benefits		
OASDI (Social Security) - classified positions	138,658.58	3302
Medicare - Classified	32,481.25	3312
Health & Welfare Benefits - classified positions	280,216.08	3402
State Unemployment Insurance - classified positions	19,334.60	3502
Worker Compensation Insurance - classified positions	76,866.69	3602
Other Benefits - classified positions	61.74	3902
Total Employee Benefits	547,618.94	
Books and Supplies		
Core Curriculum - Software & Programs	149.90	4120
Professional Development References & Materials	2,748.40	4210
Educational Supplies (Classroom, Project, SpEd, Etc)	5,273.75	4305
PE Supplies	337.99	4320
Custodial Supplies	111.52	4325
Health & Safety	17.44	4330
Home Study Stipend	241.56	4335
Office Supplies	19,995.62	4340

Printing & Reproduction Supplies	12,341.00	4345
Spiritwear	5,890.89	4350
Classroom Furniture & Equipment	736.92	4410
NonClassroom Furniture & Equipment	8,590.26	4420
IT Equipment & Supplies	6,849.33	4430
Food Supplies	3,670.24	4710
NonFood Supplies	109.83	4720
Total Books and Supplies	67,065.25	
Services and Operating Exenditures		
Travel for PD, Conferences, & School Development	144,460.09	5210
Travel for School/CMO Business - Mileage	60,534.68	5220
Professional Development - Conference & Workshop Registration Fees	42,240.24	5230
Professional Development - Meetings & Collaborations	20,913.45	5233
Professional Dues, Memberships, and Subscriptions	18,219.11	5310
Liability Insurance	41,717.25	5410

iLEAD
Income Statement
000 - iLEAD Schools Development
From 7/1/2017 Through 6/30/2018

	Current Year Actual	
Utilities - Electricity	8,437.15	5510
Utilities - Gas	868.34	5520
Utilities - Water	3,461.57	5530
Operations - Janitorial Services	16,609.00	5550
Operations - Security	12,958.44	5560
Rent - Facilities Rent and CAM Charges	262,875.03	5610
Rent - Storage	1,496.00	5620
Repairs & Maintenance - Facilities	26,255.10	5630
Repairs & Maintenance - Auto	10,133.05	5650
Professional Services - Business Services & Fees	177,711.49	5803
Professional Services - Auditing & Tax Preparation	46,525.00	5804

Repairs & Maintenance - Auto	10,133.05	5650
Professional Services - Business Services & Fees	177,711.49	5803
Professional Services - Auditing & Tax Preparation	46,525.00	5804
Professional Services - Payroll Fees	129,925.10	5805
Professional Services - Consultant Fees	606,710.04	5806
Professional Services - Legal Fees	165,119.09	5807
Professional Services - Benefits Management/Administration	2,390,324.10	5808
Professional Services - Shared/Leased Employees	1,345,212.62	5809
Professional Services - Contributions/Donations	740,000.00	5820
Operating Expenditures - Licenses & Other Fees	5,676.10	5822
Operating Expenditures - Fingerprinting Fees	370.00	5823
Operating Expenditures - Fundraising & Grantwriting	44.11	5824
Operating Expenditures - Banking Charges & Fees	7,091.04	5825
Operating Expenditures - Interest	3,079.60	5826
Operating Expenditures - Staff Recruitment	41,839.34	5828
Operating Expenditures - Events	159,656.79	5829
Operating Expenditures - Marketing & Advertising	85,100.53	5830
Operating Expenditures - Branding (Brochures, Flyers, etc)	11,706.98	5831
Operating Expenditures - Prior Year Transactions	3,944.13	5840
Student Services Expenditures - Student Information System	3,455.51	5850
Student Services Expenditures - Student Assessments	1,021.50	5851
Student Services Expenditures - Student & Group Activities	32,983.83	5853
Telephone, Internet, & Fax	10,134.21	5910
Cell Phones	9,918.75	5915
Internet Services	2,706.21	5920
Website/IT Fees	210,739.91	5925
Postage Expense	6,949.71	5940
Total Services and Operating Expenditures	<u>6,869,124.19</u>	
Total Expenditures	<u>9,780,526.06</u>	
Capital Outlay		
Depreciation Expense	<u>72,582.67</u>	6900
Total Capital Outlay	<u>72,582.67</u>	
Net Income	<u><u>21,324.15</u></u>	

iLEAD
Balance Sheet
iLEAD Schools Development
As of 6/30/2018

	Current Year	
ASSETS		
Current Assets		
Cash		
Petty Cash	700.00	9101
iLEAD Schools Development (Main)	294,002.50	9102
iLEAD Schools Development (CA Credit Union)	905.00	9103
PayPal (Main)	933.29	9104
Total Cash	296,540.79	
Accounts Receivable		
AR - Other/Miscellaneous	10,167.64	9225
AR - Due to/from SCVi	(141,885.72)	9251
AR - Due to/from iLEAD Lancaster	8,471.51	9252
AR - Due to/from iLEAD Hybrid	(582,225.23)	9253
AR - Due to/from iLEAD Foundation	(750.00)	9254
AR - Due to/from iLEAD Kauai	90,000.00	9256
AR - Due to/from iLEAD Ohio	639,786.44	9257
AR - Due to/from Empower Generations	285,659.74	9258
AR - Due to/from iLEAD Online Charter	90,511.97	9259
AR - Due to/from iLEAD Nexus	56,677.93	9260
AR - Due to/from iLEAD Auga Duke	157.47	9261
Total Accounts Receivable	456,571.75	
Total Current Assets	753,112.54	
Fixed Assets		
Buildings	54,146.56	9430
Accumulated Depreciation - Buildings	(30,425.89)	9435
Equipment	311,770.64	9440
Accumulated Depreciation - Equipment	(100,841.52)	9445
Total Fixed Assets	234,649.79	

Total Other Assets	32,372.24	
Total ASSETS	<u>1,020,134.57</u>	
LIABILITIES		
Current Liabilities		
Accounts Payable (Main)	281,812.67	9500
Accounts Payable (Other)	8,044.08	9519
Payroll Liabilities	(17,363.90)	9520
403b Payable	300.00	9536
Use Tax Payable	<u>817.16</u>	9540
Total Current Liabilities	273,610.01	
Long Term Liabilities		
Long Term Liabilities (Other)	139,768.32	9669
Date: 11/14/18 03:14:58 PM		
Page: 1		

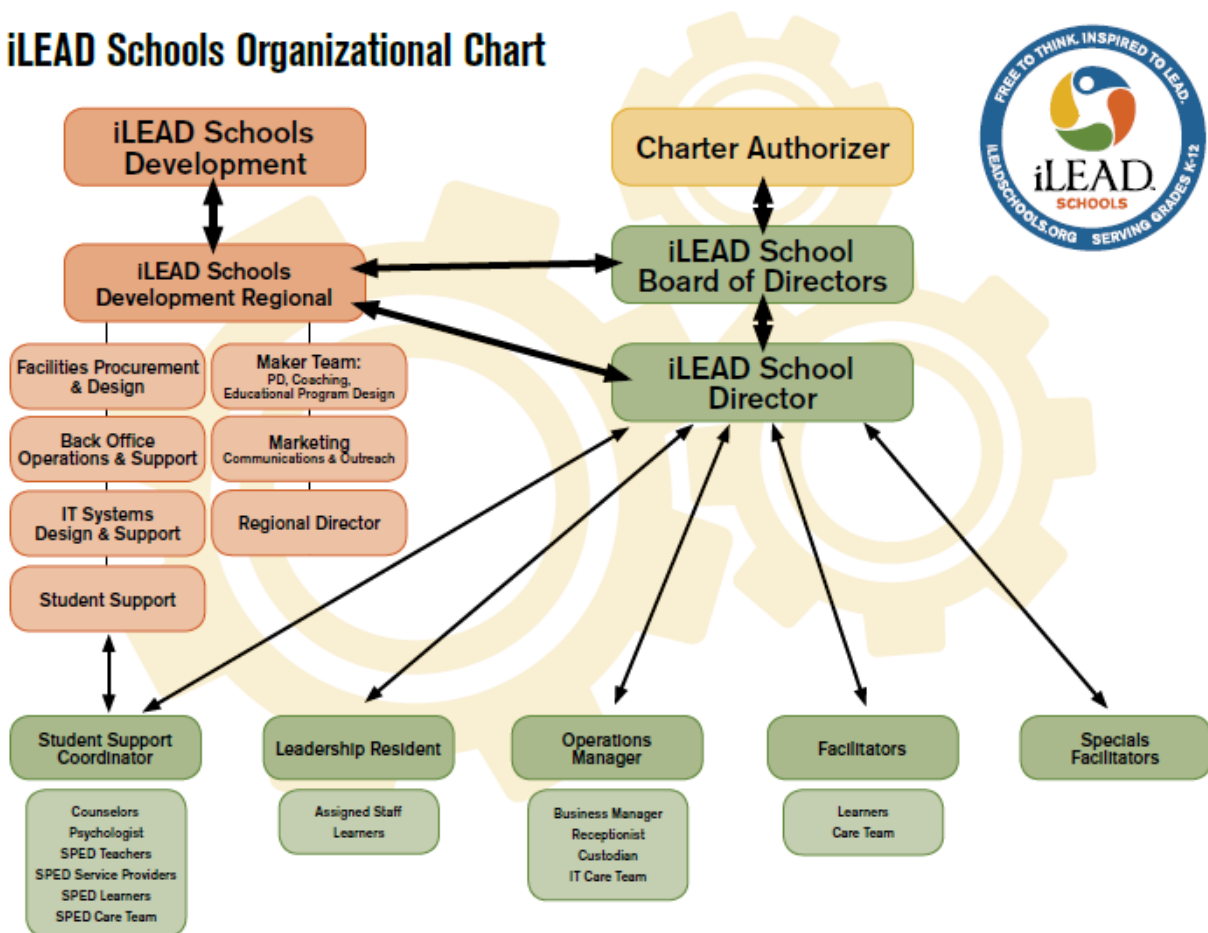


iLEAD
 Balance Sheet
 iLEAD Schools Development
 As of 6/30/2018

	Current Year
Total Long Term Liabilities	<u>139,768.32</u>
Total LIABILITIES	<u>413,378.33</u>
NET ASSETS	
Beginning Net Assets	<u>585,432.09</u>
Total Beginning Net Assets	585,432.09
Current Year Net Income	<u>21,324.15</u>
Total Current Year Net Income	<u>21,324.15</u>
Total Current Year Net Income	<u>21,324.15</u>
Total NET ASSETS	<u>606,756.24</u>
LIABILITIES AND NET ASSETS	<u>1,020,134.57</u>

Attachment 11 Organizational Chart

iLEAD Schools Organizational Chart



Attachment 12
Articles of Incorporation

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
01/11/2019 01:12 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	201901111298530
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	ILEAD SOUTH BEND INC.
PRINCIPAL OFFICE ADDRESS	701 North Niles Avenue, South Bend, IN, 46617, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Leslie M. Gieger
ADDRESS	2 N 9th Street, Noblesville, IN, 46060, USA
SERVICE OF PROCESS EMAIL	lgieger@cchalaw.com

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted and is publicly viewable.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION	Perpetual
EFFECTIVE DATE	01/11/2019
EFFECTIVE TIME	12:38PM

ARTICLE IV - PRINCIPAL(S)

No Principal on record.

ARTICLE V - INCORPORATOR(S)

NAME	Leslie Gieger
ADDRESS	2 N 9th Street, Noblesville, IN, 46060, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

Purposes. The purposes for which the Corporation is formed are: (a) To organize, develop, manage and operate a charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Indiana Code Section 20-24, et seq., as amended; (b) To receive and disburse funds or other property incident to or necessary for the operation of said charter school(s); and (c) In furtherance of the above-referenced 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 or educational purposes, and provided further that nothing herein contained shall empower the Corporation to engage, otherwise than as an insubstantial part of its activities, in activities that in themselves are not in furtherance of one or more exempt purposes. 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 above. (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. (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.

TYPE OF CORPORATION

Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS?

No

DISTRIBUTION OF ASSETS

In the event of a complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors of the Corporation shall, after paying or making provision for the payment of all of the liabilities of the Corporation to the extent of available assets, distribute all of the assets of the Corporation exclusively for the purposes of the Corporation as follows: First, all funds received by the Corporation from the Indiana Department of Education (the "Department"), if any, and not otherwise used by the Corporation as part of its operations prior to the effective date of dissolution, shall be returned to the Department not more than thirty (30) days after dissolution; and Second, all remaining assets of the Corporation shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational and exempt 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, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
01/11/2019 01:12 PM

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **January 11, 2019**.

SIGNATURE

Leslie M. Gieger

TITLE

Legal Representative

Business ID : 201901111298530

Filing No : 8146811

Attachment 12
Bylaws

BYLAWS
OF
iLEAD SOUTH BEND INC.
****PENDING BOARD ADOPTION****

ARTICLE I
General

Section 1.1. Name. The name of the Corporation is iLead South Bend Inc. (the “Corporation”).

Section 1.2. Fiscal Year. The fiscal year of the Corporation shall commence on January 1st and end on December 31st.

ARTICLE II
Board of Directors

Section 2.1. Duties and Qualifications. The business and affairs of the Corporation shall be managed, controlled and conducted by, and under the supervision of, the Board of Directors.

Section 2.2. Number. The Board of Directors shall consist of a minimum of three (3) directors and a maximum of twenty (20) directors, with the exact number of directors specified from time to time by resolution of the Board of Directors; *provided however*, that any increase in the maximum number of directors shall require the affirmative vote of two-thirds (2/3) of the directors then in office.

Section 2.3. Election; Appointment and Term. The directors of the Corporation’s Board of Directors shall be elected at the annual meeting of the directors by a majority of the votes cast by the current directors. The term of office of directors shall be staggered by dividing the total number of directors into three (3) groups, with each director serving a term of three (3) years. The groups shall be as near equal in size as possible. One group of directors shall be elected at each annual meeting of directors. Despite the expiration of a director’s term, the director continues to serve until a successor is elected or appointed and qualifies, or until there is a decrease in the number of directors. A director may serve no more than three (3) consecutive terms.

Section 2.4. Vacancies. Any vacancy among the Directors caused by death, resignation, removal, increase in the number of directors, or otherwise may be filled by a majority vote of the remaining Directors. The term of office of a director chosen to fill a vacancy shall expire at the latter of the next annual meeting of the directors, or at such time as a successor shall be duly elected or appointed and qualified.

Section 2.5. Resignation and Removal. A director may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any Elected Director may be removed, with or without cause, by a majority of the remaining directors whenever the number of votes cast to remove the director would be sufficient to elect the director at a meeting to elect directors. The Appointed Director may be removed, with or without cause, by the entity that appointed the Appointed Director.

Section 2.6. Annual Meetings. The Board of Directors shall meet at a time and place to be determined by the Board of Directors each year, for the purpose of election of officers of the Corporation and consideration of any other business which may be brought before the meeting.

Section 2.7. Regular and Special Meetings. Regular meetings of the Board of Directors shall be held at least four (4) times each year, once during each calendar quarter. Special meetings of the Board of Directors may be held upon the call of the President or a majority of the directors then in office.

Section 2.8. Open Door Law and Access to Public Records Act. The Corporation is subject to the Indiana Open Door Law (Indiana Code § 5-14-1.5 or any successor statute) and the Indiana Access to Public Records Act (Indiana Code § 5-14-3 or any successor statute).

Section 2.9. Participation. Subject to the requirements of the Indiana Open Door law, a director may participate in an annual, a regular or a special meeting of the Board of Directors by or through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting. Participation by these means constitutes presence in person at the meeting for purposes of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”).

Section 2.10. Quorum; Voting. A majority of the directors in office when action is taken, but in no event fewer than three (3) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws.

ARTICLE III

Officers

Section 3.1. Officers and Qualifications. The officers of the Corporation shall consist of a President, Vice-President, Secretary and Treasurer, and such other officers as the Corporation’s Board of Directors may otherwise elect. The officers shall be elected by the Board of Directors. Any two (2) or more offices may be held by the same person except that the offices of the President and Secretary shall not be the same person.

Section 3.2. Election and Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal or death.

Section 3.3. Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Section 3.4. Resignation or Removal. An officer of the Corporation may resign at any time by tendering his or her resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. Any officer of the Corporation may be removed, with or without cause, at any time by a majority vote of the Board of Directors.

Section 3.5. Compensation. The officers of the Corporation shall receive no compensation for their services in such offices.

ARTICLE IV **Powers and Duties of Officers**

Section 4.1. President. The President shall be a member of the Board of Directors and shall serve as the chief governance officer and board chairperson of the Corporation, and shall act as representative for the Board of Directors to outside parties. The President shall be responsible for ensuring that the Board of Directors fulfills its governing responsibilities, and shall have authority and obligations as set forth in these Bylaws and the Board of Directors' governing policies manual, if any. The President shall preside at all meetings of the Board of Directors and shall report as directed to the Board of Directors at each meeting.

Section 4.2. Vice-President. Subject to the general control of the Board of Directors, if the President is not present or able to act, the Vice President shall discharge all the usual functions of the President and shall have such other powers and duties as these Bylaws and the Board of Directors' governing policies manual may prescribe. The Vice-President shall be a member of the Board of Directors.

Section 4.3. Secretary. The Secretary shall prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of all meetings of the Board of Directors, and shall perform a like duty, when required, for all committees appointed by the Board of Directors; provided, further, all agendas, resolutions, consents and corporate minutes shall comply in all material respects with the Open Door Law. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform at duties pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board of Directors may prescribe.

Section 4.4. Treasurer. The Treasurer shall create and manage all policies of the Board of Directors that bear on financial matters and shall monitor and assure the Board of Directors that its financial affairs are properly conducted. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the directors, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer. The Treasurer may be bonded by an indemnity bonding company for such amount as the Board of Directors may require.

Section 4.5. Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

ARTICLE V **Committees**

Section 5.1. Executive Committee. The Board of Directors may, by resolution adopted by the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board. At a minimum, the Executive Committee shall meet on a quarterly basis during the course of the Corporation's fiscal year.

Section 5.2. Other Committees. In addition to the Executive Committee, the Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. The purpose, duties, number of members and reporting requirements of each committee shall be specified in the resolution creating the committee. Unless otherwise specified by resolution of the Board of Directors or these Bylaws, the President shall annually appoint the members and the chairpersons of each committee and shall fill vacancies on any committee; however, all committee appointments and chairperson appointments must be approved by a vote of the Board of Directors. A committee, to the extent specified by the Board of Directors, may exercise the powers, functions or authority of the Board of Directors, except where prohibited by law; *provided, however*, that if a committee is to exercise Board powers, functions, or authority: (a) all the persons serving on the committee must be directors, and (b) there must be at least two (2) persons on the committee. Meetings of any

committee may be called by the chairperson of such committee or upon the written request of one-third (1/3) of the committee members.

Section 5.3. Committee Structure. Committee members shall continue in office until a successor is appointed at the next annual meeting of the Board of Directors, unless the committee is sooner terminated by resolution of the Board of Directors or such committee member dies, resigns or is removed. A member of any committee may resign at any time by tendering his or her resignation in writing to the President. The Board of Directors, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee. Committee meetings shall be governed by the rules contained in the latest edition of Robert's Rules of Order in all cases in which such rules are applicable and in which they are not inconsistent with the Articles of Incorporation, these Bylaws or any special rules of order of the Corporation.

ARTICLE VI

Nondiscrimination

No school owned or operated by the Corporation shall discriminate against any individual on the basis of race, religion, gender or national origin. Furthermore, with respect to students, such school shall admit 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 such school. Any such school shall not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs or athletic or other school-administered programs.

ARTICLE VII

Miscellaneous

Section 7.1. Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Section 7.2. Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation shall be executed on behalf of the Corporation by the President or Vice President and, if required, attested by the Secretary or an assistant secretary.

ARTICLE VIII

Amendments

Subject to law, the Corporation's Articles of Incorporation and these Bylaws may be altered, amended or repealed upon the affirmative vote of two-thirds (2/3) of the directors then in office. The Corporation must provide written notice to the directors of any meeting at which an amendment to the Articles of Incorporation or these Bylaws is to be considered and voted upon.

Attachment 13
Statement of Assurances

Statement of Assurances

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

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

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

Signature

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

Signature of Organizer Authorized Representative



Date

1-30-2019

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Full name: Home Address: 601 Pennsylvania Ave, South Bend, IN 46601 Business Name and Address: Telephone No.: 574-289-9495 E-mail address: jiminica@earthling.net
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application.)
Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, I have served previously on a charter school board, and a non-for-profit organization.

5. **Why do you wish to serve on the board of the proposed charter school?**
I have a firm belief that all children can learn. I also believe that the community needs more choices for education. I understand the landscape for charter schools in this area, and I believe I assist in helping this school become one of the leaders in our community in educating our children.
- 6.**What is your understanding of the appropriate role of a public charter school board member?** Board members are not principals or teachers of the school. We are advocates and the accountable organization for the school. We are responsible to provide exceptional governance that ensures increasing academic achievement, and cover our legal and fiduciary responsibilities.
- 7.**Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.** I have served on two other charter school boards as well as a national organization: National Society of Black Engineers. As well as supported other religious and non-religious non for profit organizations through board training.
- 8.**Describe the specific knowledge and experience that you would bring to the board.** I believe I bring to this board:
- I believe in the mission of the school, project based learning, and educating the whole child.
 - A willingness to continuously learn how to improve as a board member
 - Knowledge of the community and its needs
 - Understanding of different board governance models i.e. John Carvers "Boards that makes a difference"

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? To be able to change the world by educating children to develop critical thinking skills and think for themselves. To see their role in the world around them and to positively affect change
2. What is your understanding of the school's proposed educational program? Utilizing the building blocks of project based learning in small classroom settings to help children learn in a natural organic method, focusing on the humanities and arts.
3. What do you believe to be the characteristics of a successful school? One that is warm and inviting to the student and partners with parents and families to assist their student learning. The environment must be supportive and positive, while still focused on student learning.
4. How will you know that the school is succeeding (or not) in its mission? The success will show not only in the measured growth of the students, but also in the student retention year over year. A successful school will attract more families, so school numbers should increase. Also, when students are properly engaged and the environment promotes the development of student character and emotional intelligence, discipline numbers will decrease.

Governance

1. Describe the role that the board will play in the school's operation. The board manages the school leader (through defined goals and objectives) and itself. It does provide oversight through

sound governance practices. These practices include board composition, and committee practices. Initially at the onset there may be things the board will need to do as a working hand on board, until all staff is in place. But then the board needs to transition to becoming an effective board through policy and strategic planning and execution with the School Leader.

2.How will you know if the school is successful at the end of the first year of operation? When transition in to an effective board is achieved. The board would have developed into a diverse collective voice and developed systems to allow it to more effectively provide oversight.

3.How will you know at the end of four years if the school is successful? I think the following pieces of data will show if the school is successful:

- a. A balanced budget which allows for saving for contingencies and key financial metrics are met.
- b. The data shows overall continual growth through MAP testing and other assessments
- c. School enrollment increases
- d. Parental engagement increases through attendance during parent teacher conferences as well as other school functions
- e. Board Meeting and Committee meeting minutes demonstrates focus on strategic issues, building the school reputation, fundraising, board self-reflection, and transparency.

4.What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board must continually focus on student achievement, and sound fiscal practices. It must continually speak as a board, while championing its

leader. It must build a strong supportive relationship with the school leader. Also, the board must operate with the mindset of what is best for the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Steps must be taken according to the board policy. The board will have to make decisions on the depth and breadth of an investigation, level of transparency to the public (especially if it will help or harm the school reputation), and should take in account state and federal regulations. Any allegations must be investigated. It is my opinion, if there are criminal charges, board members should step away from their positions until legally cleared. Depending on the situation and investigation consequences could be suspension of board duties or resignation where actions were egregious. The board has an obligation to protect the school by investigating details, taking a proactive stance, and being transparent

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. ☐ Yes ☐ No
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. ☐ Yes ☐ No I know teacher and principals, but none of the school currently.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a

director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. ☐ Yes I do not know any such persons.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes don' t anticipate conducting any such business

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. Yes No direct relationship other than working with Ilead to establish a school.

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I / we have no such interest. Yes No such interest

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A ☐ I / we or my family do not anticipate conducting any such business. Yes do not anticipate conducting any such business

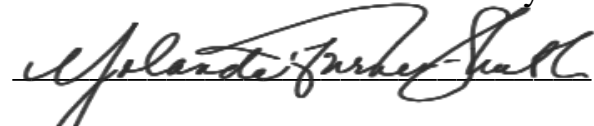
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise

associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes Does not apply to me

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐None ☐Yes
None

Certification

I, _____ Yolanda Turner-Smith _____,
certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for __ILead South Bend_____ Charter School is true and correct in every respect.


Signature

1/28/2019

Date

Charter School Board Member Information Form

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

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

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

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

Background

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

iLEAD

Full name: *Benjamin Scott Thomas*

Home Address: *4237 Irish Hills Dr. Apt. 2B South Bend, IN. 46614*

Business Name and Address: *Mosaic Health & Healing Arts*

330 Lakeview Dr. Goshen, IN. 46528

Telephone No.: *574-537-2680*

E-mail address: *bthomas@mosaichha.org*

2.Brief educational and employment history. (No narrative response is required

if resume and professional biography are attached to the application.)
Resume and professional biography are provided.

Please see resume attached

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

4. Why do you wish to serve on the board of the proposed charter school?

I believe in increasing the financially accessible choices for education in South Bend. I also believe in person-centered learning that focuses on social/emotional development, arts, and humanities. These areas are often overlooked in elementary and high school education. I am excited for an opportunity to create positive change in my community that directly impacts the city that I love.

5. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to help guide the iLEAD team in staying focused on its mission, offer support in administrative decisions, and help the community know about iLEAD.

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

While I have no previous experience serving on the board of a charter school, I have several years' experience in working with nonprofit organizations. I have the capacity to be an effective board member because of my experience in working with nonprofit boards, grant writing, and strategic planning experience.

7. Describe the specific knowledge and experience that you would bring to the board.

I bring grant writing experience on a local foundation, state, and federal level, fundraising experience, quality measurement and improvement, and a Master's in Social Work. I have a passion for working on a system's level to impact social change.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is that learning is a life-long process that is focused on creating excitement around learning and making positive impact on the world after graduation.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's proposed educational program is that it has an emphasis on developing the whole person, creating successful global citizens. This is accomplished by teaching culture, language, leadership, and humanities.

3. What do you believe to be the characteristics of a successful school?

A successful school realizes that learning does not stop at graduation and gives its students the tools they need to interact with the world and bring about positive change.

4. How will you know that the school is succeeding (or not) in its mission?

In my experience, there is qualitative and quantitative evidence that can help a school know if it is succeeding on its mission. The quantitative data which includes graduation rates, college admission rates can be helpful tools in measuring success. The qualitative data includes the stories and experiences of people touched by iLEAD. Hearing firsthand experiences that iLEAD has made a positive impact in the life of a student or parent is a strong indication of success.

Governance

1. Describe the role that the board will play in the school's operation.

The role the board will play in the school's operation is to be passionate about the mission of the school, making sure that policies, procedures, and decisions put the mission in the highest priority. Additionally, the board is a helpful resource for policy decisions and spreading the word about the school to the public.

2. How will you know if the school is successful at the end of the first year of operation?

We will know if the school is successful at the end of the first year based on initial quantitative data that is gathered about the school and the amount of community support that surrounds the school. At the end of the first year, we will want to see children returning for another year of school, positive feedback from learners, families and other community members, and new students enrolling.

3. How will you know at the end of four years if the school is successful?

At the end of four years, many of the same success indicators will apply that are used to measure success at the end of one year. Four years will give more data, more opportunities for feedback from the community, and a chance to measure rates of graduation, college enrollment, and other metrics that develop over time.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board can help ensure the success of the school by keeping the mission in the highest priority in all decisions, helping to promote the school in the community, collaborating with the school's operation to work through challenges, and helping facilitate fundraising efforts. In short, the board can help ensure success by being available to support the school and its mission whether the environment is supportive or challenging.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The mission, ethics, and best interest of the school ought to be synonymous. If one or more members of the school board are not acting in accordance to the best interest of the school, it would need to be addressed according to the school's policy and procedure. Part of the responsibility of a board member is to hold other members accountable to the mission, ethics, and best interest of the school.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. **I / we do not know any such trustees.** ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. **I / we do not know any such employees.** ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. **I / we do not know any such persons.** ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. **I / we do not anticipate conducting any such business.** Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contract with an

education service provider or school management organization. I / we do not know any such persons. Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐None ☐Yes

Certification

I, Ben Thomas, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for _____ Charter School is true and correct in every

respect.

Ben Thomas

Signature

1/24/19

Date

Attachment 15

Code of Ethics Policy

As a member of the Board, I shall promote the best interests of the School as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

1. I will be fair, just, and impartial in all my decisions and actions.
2. I will accord others the respect I wish for myself.
3. I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness In Stewardship

1. I will be accountable to the public by representing School policies, programs, priorities, and progress accurately.
2. I will be responsive to the community by seeking its involvement in School affairs and by communicating its priorities and concerns.
3. I will work to ensure prudent and accountable use of School resources.
4. I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor In Conduct

1. I will tell the truth.
2. I will share my views while working for consensus.
3. I will respect the majority decision as the decision of the Board.
4. I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity Of Character

1. I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.
2. I will consistently uphold all applicable laws, rules, policies, and governance

procedures.

3. I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

Commitment To Service

1. I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
2. I will diligently prepare for and attend Board meetings.
3. I will avoid personal involvement in activities the Board has delegated to the Director.
4. I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

1. I will be continuously guided by what is best for all students of the School.

Adopted:

Amended:

iLEAD South Bend Active Board Members

Role: Participate in one of the below-mentioned committees
Responsibilities: <ul style="list-style-type: none">● Support iLEAD South Bend's mission as follows<ul style="list-style-type: none">○ Free to Think. Inspire to Lead.● Support iLEAD South Bend's vision as follows<ul style="list-style-type: none">○ Our vision is to use project-based and social-emotional learning concepts to inspire and motivate lifelong learners with the skills they need to lead in the 21st century.
Expectation: Attend or call into monthly board meetings (approx. 1 hour)
Time Expectations: 2 - 5 hours per month

iLEAD South Bend Committee Members

Consists of Active Board Members, Parents, and Community Volunteers

Building and Facilities

Objective: Work with iLEAD and the General Contractor (GC) to ensure the building is built to specifications, on budget and on-time

- Interview and hire GC
- Review architectural plans/confirm final specifications
- Ensure Gantt chart milestones are being met
- Ensure local officials (fire, police, building code, town code, etc.) are engaged and informed
- Ensure Certificate of Insurance (COI) achieved on-time
- Other items as assigned by the School Board or the School Board Chairman

Curriculum

Objective: Work with iLEAD to ensure the curriculum meets all Michigan requirements while ensuring a robust learning experience for our learners

- Assume responsibility for ensuring that students are achieving at the highest levels
- Agree on a definition of academic excellence for the school
- Understand how student achievement is measured at the school and build a board-wide understanding of the most critical measures
- In partnership with the School Director, monitor student achievement by reviewing and analyzing external, standardized tests and internal assessments, deeply understanding the factors affecting performance data and sharing updates with the full board
- Evaluate student achievement at the school in comparison to other schools and national standards
- Verify that school administrators use student data constructively and routinely to inform decisions
- Recommend targeted changes to the academic program if student achievement is lagging
- Identify strategic and long-term challenges to the academic program before they become urgent issues
- Other items as assigned by the School Board or the School Board Chairman

Student / Parent Outreach

Objective: Have 200 learners enrolled for the 2019-2020 academic calendar

- Social media push
- TV exposure
- Hold monthly open house events involving parents and learners
 - Hold most events within a 20-minute drive of the school site
 - At the school, once it is ready
 - Make them fun and engaging events
- Telephone/e-mail parents to get interested applicants converted to an enrollment application

<ul style="list-style-type: none"> ● Other items as assigned by the School Board or the School Board Chairman
<p>Diversity and Inclusion</p> <p>Objective: Strive to meet the diversity of the demographic in the surrounding school district</p> <ul style="list-style-type: none"> ● Social media push ● TV exposure ● Present at elementary/middle schools with diverse populations in areas near the district ● Recruit via Boys/Girls Club, Boy/Girl Scouts, Big Brothers/Big Sisters, African American clubs, Hispanic American clubs, Asian American clubs, and others ● Other items as assigned by the School Board or the School Board Chairman
<p>Hiring Director</p> <p>Objective: Work with iLEAD toward hiring the School Director</p> <ul style="list-style-type: none"> ● Interview and hire the School Director ● Ensure School Director fully understands iLEAD culture, goals and Project-Based Learning (PBL) philosophy ● Other items as assigned by the School Board or the School Board Chairman
<p>Corporate Fundraising / Outreach</p> <p>Objective: Partner with the corporate community toward promoting the school's goals and raising additional money</p> <ul style="list-style-type: none"> ● Work with small business owners, politicians, educational facilities, private donors and large corporations/companies ● Offer naming rights for a fee ● Arrange social events to encourage camaraderie and donations ● Set donation goals on an annual basis ● Establish opportunities for learners to engage with companies, individuals, etc. toward enhancing the educational experience (lectures, field trips, experiments, etc.) ● Other items as assigned by the School Board or the School Board Chairman
<p>Finance</p> <p>Objective: Oversee the review of all financial policies and ensure conformance with all federal and state mandates as informed by iLEAD Schools Development.</p> <ul style="list-style-type: none"> ● Review and consult with School Director about all financial matters for the school division to include: <ul style="list-style-type: none"> ○ Formulation of the Capital Improvement Plan (CIP) ○ Formulation of the Five-Year Forecast ○ Review of all year-end reconciliations for all funds and year-end carryover requests ○ Annual financial budget development and presentation ○ Review of Independent Audit Reports ○ Recommend actions to the full School Board based on Committee meeting discussions ● Other items as assigned by the School Board or the School Board Chairman

Attachment 16
School Management Contracts

Management Company Information Sheet

Charter School: iLEAD South Bend

Management Company: iLEAD Schools Development

Name of Contact: Kelly Dyer

Address: <u>360 Forward Pass Rd SW</u>	<u>Pataskala</u>	<u>OH</u>	<u>43062</u>
(number, street)	(city)	(state)	(zip)

1. iLEAD Schools Development currently supports and provides services to 8 independent Charter Schools with 10 locations in 3 states which are currently serving over 5,300 learners.
2. The provision of services for the iLEAD and iLEAD affiliated schools which covers all aspects of the support from Educational Services, through Back Office Services as well as all additional Managed Services is based on the individual contract agreements with each individual charter school.
3. Since its inception back in 2012 iLEAD Schools Development has over the last 7 years worked on petitioning, opening, management and charter renewal process for all of these schools and in the process demonstrated the utmost integrity, history of clean financial audits as well as developed excellent national reputation evident by continued demand for opening of more iLEAD schools throughout the country.

The final contract of the services will be executed between the South Bend Charter School Board and iLEAD Schools Development upon initial negotiations and based on the approval of the terms of the agreement by the South Bend Charter School Board.

iLEAD Schools Development currently provides the following services:

Instructional Services

- Curriculum development of the English language arts program with the focus on early childhood literacy and a rigorous literacy program as well as reading and writing workshops for the middle school, Thinking Maps and other language arts elements.

- Curriculum development of an engaging, meaningful and rigorous Math program with the focus on developing Math literacy through problem based learning, Math talks, Math Corner, integration of the math curriculum into projects, Thinking Maps and other math elements.
- Curriculum development of STEAM (Science, Technology, Engineering, Arts and Math) program with the focus on Project-Based Learning through the engineering design process, best practices, Makers development, Exploratorium™ and transdisciplinary STEAM implementation through PBL.
- Project-Based Learning (PBL) implementation with the focus on PBL culture, design, assessments, best practices, academic rigor, development of standards, building PBL capacity as well as supporting elements for transitioning to a PBL school for learners and families.
- Social-Emotional Learning (SEL) implementation with the focus on academic and personal success, development of character, data analysis and assessments, balance in education, continued development of the SEL curriculum as well as Love & Logic™, Restorative Practices, and The 7 Habits of Highly Effective People.

Professional Development

- Leadership Coaching with the focus on leadership roles and responsibilities, building of the professional culture, co-leadership and staff support, community relations, resource management, board relations, reflective supervision, site maintenance and other leadership elements through participation in monthly Leadership Connections, School Director Collaborative programs, and on-going leadership coaching.
- Facilitator on-site and remote professional learning and support with the focus on shared leadership for student success, project-based learning, social-emotional learning, using data to improve instruction and achievement, development of Individual Learning Plans (ILP's), ongoing assessment of student learning and reporting to parents, preparing Presentations of Learning (POL's), student led conferences and design showcases through coaching, scheduled professional learning, Facilitator Collaborative and other support programs.
- Project-Based Learning initial in-depth training as well as ongoing monthly training and coaching for facilitators and directors in order to get started and to provide ongoing assistance with the key design elements which include essential questions and project development, support to learners in completion and developing grit, common core standards, models of mastery and evidence of learning, accessing community resources and integration of technology, reflections, deeper learning, problem based learning and access to an archive of exemplary projects.

- Social-Emotional Learning initial in-depth training as well as ongoing monthly training and support for facilitators to allow successful implementation and integration of the key design elements which include Love & Logic™, Morning Meeting, Advisory, Restorative Practices, Integration of The 7 Habits of Highly Effective People and other SEL program elements.
- Classroom Design Element initial training and ongoing professional development focused on the areas and elements of English Language Arts (Daily 5, literacy assessments, Working with Words and Lucy Calkins writing project), Math (Number Corner, Daily 3, Singapore Math, Problem Based Learning, Math Talks and Story Math), Leadership (7 Habits of Highly Effective People and Leadership Notebooks) and Special Education (Inclusion Programs, Differentiation, Culture and Working with CARE team members).

Program Assessment

- Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing assessments, literacy assessments as well as any summative State mandated assessments.
- Development, implementation and sustainability of monthly data protocols with the key focus on utilization of the collected data in order to inform and aid in the improvement of the instructional program as well as individual learner achievement.
- Assessment of the program maturity levels related to the Individual Learning Plans, Learner-led Conferences and Project outcomes as well as audit of the culture, program implementation and resources both of which provide data for the School Director and the Board to monitor progress and set goals.

Other Educational Services

- Create protocols for developing, identifying and defining core values as well as assistance in creating conditions and tools for the development of the positive and supportive school culture.
- Advise and provide guidance in development, growth and maintenance of extracurricular programs including sports, clubs and other groups.
- Advise and support school director and staff in the establishment and maintenance of support programs such as booster clubs and other parents support groups.
- Provide guidance and support in the planning, development and execution of school and program wide fundraising efforts.

Financial and Accounting

- Budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions.
- Setup and maintenance of the school's chart of accounts and general ledger, monthly bank reconciliation, journal entries and balance sheet reconciliation.
- Accounts receivable and payable services consisting of verifying and processing invoices and payments, invoicing revenue verification, collections, deposits and transaction recording according to the generally accepted accounting practices and standards.
- Provision of the procurement services for acquisition of goods and services, purchase order processing, verification of received goods and services and evaluation of the vendor performance and quality of services.
- Insurance services which include insurance quotes, procurement and administration for all required provisions including but not limited to health benefits, liability and facilities as well as development, periodic evaluation and updates of the school safety procedures and risk management services related to the review and implementation of the school policies.
- Training for the school leadership and management personnel on general accounting procedures and best practices.

Compliance and Reporting

- Preparation and filing of the preliminary, interim and final budget reports based upon governing board approval and as mandated by authorizing agency.
- Preparation of the financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process.
- IRS Form 990 Support—Supports the school and auditor in preparing Form 990 tax-exempt organization annual filing.
- Assistance and support in establishing procedures and development of the reports required for federal, state and authorizing agency reporting as well as special education compliance.
- Assistance with the development of the internal attendance recording procedures, quarterly attendance data analysis and provision of the attendance reports to the authorizing agency.

Human Resources

- Assistance and support in recruitment, hiring and onboarding of the school administration and staff by evaluating and selecting the best candidates during the recruitment and hiring events.
- Setup and maintenance of the employee files, assistance with employee relations, process guidance and pre-mediation services to address employee grievances.
- Payroll setup, processing, reporting and record maintenance as well as processing of the W2 and 1099 forms.
- Assistance and support in obtaining quotes, implementation, administration and processing of the employee benefits (health, dental, vision, life insurance, etc.) and retirement plans.

Outreach and Marketing

- Develop and copyright the branding elements and generate a comprehensive brand recognition plan.
- Create comprehensive market analysis of the nearby area to include demographic trends and the information on nearby public, private and charter schools.
- Create short term and long-term outreach and marketing plans with the accompanying budgets and detailed outreach and marketing timelines.
- Design digital, printed and promotional materials that will be used in outreach and marketing efforts.
- Design and develop the school website in alignment with the social media platforms and implement social media campaigns.
- Develop strategies for placement of the printed and promotional materials in local markets as well as at the applicable local events.
- Assist school staff responsible for outreach in organizing and hosting info events for parents, planning and executing events with emphasis on local media coverage.

Information Technology

- Advise and coordinate the development of the school's network infrastructure.
- Provide guidance and assist in regards to the development of pertinent policies such as school-purchased devices vs. "bring your own device" and internet use policy.

- Advise on and manage the procurement of school staff and learner computer devices as well as other school related technology needs.
- Provide initial setup and ongoing management of the school's email system, student information system, learning management system, user account monitoring and general account setup and maintenance support.
- Provide remote technical support to all staff as needed via live help desk and the assistance of the team of technicians.

Facilities Planning

- Assist with facility needs assessment and planning, identify facility needs based on the school program, projected capacity and growth plan in accordance with industry standards.
- Work with real estate agents and developers in facility search process to identify possible school sites and calculate cost of necessary tenant improvements.
- Assist in facility acquisition or lease negotiations to establish acceptable purchase or lease terms as well as to develop loan packages for facilities and identify potential lenders.

Other Business Services

- Strategic planning with focus on the evaluation of the school performance, financial resources, budget scenario development and growth potential.
- Assistance with charter renewal, authorizing agency audits and evaluations.
- Assistance and support in obtaining additional financing in the form of line of credit, working capital cash flow and capital leases or long-term debt

School Board Support

- Training for Board members about their role and effective board governance as well as assistance to board on policy development based on requirements and best practices.
- Attendance at governing board meetings in person, over the phone or online in order to present the year to date financial statements and analysis of the school's financial position as well as the operator report.

- Assistance to governing board in timely preparation of required notices and board agenda in order to comply with any state or federal open meeting laws as well as provision of the platform to publish board meeting agendas, record board meeting minutes and maintain board meeting archives.
4. Culture of collaboration will be the essence of cooperative management relationships among school leaders, the Board and the ESP. The School Director will be the instructional team leader who will supervise day-to-day operation and develop lines of communication between the Board and the ESP. The School Director will report to the ESP and Board regularly regarding operational and academic issues (Exhibit: Organizational Chart). The School Director will also prepare monthly report to the ESP and Board to be reviewed at regularly scheduled board meetings. The ESP and its representatives will have periodic meetings with the principal and other leadership team members to discuss, monitors and track the direction of proposed school and its alignment with the school's and Board's mission and vision, and academic goals.
5. The ESP does not for see any conflicts of interest at this time.
6. iLEAD Schools Development will work on obtaining any necessary documentation such as the certificate of good standing and if applicable the authorization to do business in the State of Indiana and will submit those based on the mutually agreed upon timeline.

Attachment 17

Employee Guidebook



Guidebook 2018/2019

Pending Board Approval

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I. INTRODUCTION

Welcome to iLEAD South Bend!

We recognize that our greatest asset is our team of employees. We value the many talents and abilities of our employees and strive for an environment of teamwork, open communication, mutual support, and professionalism.

We designed this Employee Guidebook to provide you with general information about our policies, procedures and guidelines. We always strive to improve, and we encourage your ideas or suggestions. Please take some time to review this Guidebook and if you have any questions, please contact Human Resources.

The information contained in this Guidebook applies to all Ohio employees at iLEAD South Bend (“iLEAD”). It is important that all employees read, understand and follow the provisions in this Guidebook. It is not intended to create any expectations of continued employment or as a contract between iLEAD and any of its employees.

This Guidebook supersedes any previously issued Guidebooks, policies, benefit statements and/or memoranda, whether written or verbal. iLEAD reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice with or without notice to you.

Once you have reviewed this Guidebook, please sign the two employee acknowledgement forms at the end of this Guidebook, keep one for your files and provide the other to the Administration. This signed acknowledgement demonstrates to iLEAD that you have read, understand and agree to comply with the policies outlined in the Guidebook.

II. HIRING POLICIES AND PROCEDURES

A. At Will Employment

We hope to have a long and mutually beneficial relationship with you. Your employment with iLEAD is voluntary and is subject to termination by you or iLEAD at will, with or without cause, and with or without notice, at any time. This Guidebook does not reflect a contract of employment, either express or implied, between you and iLEAD.

No iLEAD representative is authorized to modify this policy for any employee, unless in writing and approved in writing by the Governing Board of Directors.

III. EQUAL EMPLOYMENT OPPORTUNITY POLICY

iLEAD is an equal opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. iLEAD prohibits discrimination based on race, color, religious creed (which includes religious dress and grooming practices), sex (which includes pregnancy, childbirth, breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin, ancestry, citizenship status, military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination by any employee, including supervisors and coworkers.

iLEAD will not tolerate discrimination or harassment based upon these characteristics or any other characteristics protected by applicable federal, state or local law. An applicant's or employee's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local laws. In accordance with applicable law, iLEAD will extend all legal rights and responsibilities to same sex spouses on the same basis as it extends those rights and responsibilities to opposite sex spouses.

If you believe you have been subjected to any form of discrimination, or if you are aware of an incident of discrimination involving another individual, please provide a written or verbal report to Human Resources. The report should be specific and should include the names of the individuals involved, the names of any witnesses and any documentary evidence (e-mails, notes, etc.). iLEAD will conduct a thorough and objective investigation in a timely fashion and attempt to resolve the situation. The investigation will be completed and a determination made and communicated to you as soon as practical. iLEAD will endeavor to protect the confidentiality of all parties involved to the extent possible consistent with a thorough investigation.

If iLEAD determines that this policy has been violated, disciplinary action, up to and including immediate discharge, will be taken. Appropriate action may also be taken to deter future discrimination or misconduct. Please refer to the section below entitled "What To Do If Sexual Harassment and Other Unlawful Harassment or Discrimination Occurs" for further guidance on

reporting a violation of this policy.

IV. DISABILITY ACCOMMODATION

To assist our fellow coworkers who are disabled or become disabled and to comply with applicable laws ensuring equal employment opportunities to individuals with disabilities, iLEAD will make reasonable accommodations to enable such team member to perform the essential functions of his/her job.

Any applicant or employee who requires an accommodation should contact Human Resources and request such an accommodation. The individual with the disability should specify in writing what accommodation he or she needs to perform the job. iLEAD will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If the accommodation is reasonable and will not impose an undue hardship on iLEAD and/or a direct threat to the health and/or safety of the individual or others, iLEAD will make the accommodation. iLEAD may also propose an alternative accommodation. The individual is required to fully cooperate with iLEAD in seeking and evaluating alternatives and accommodations. Supervisors that become aware of information that an employee may need a reasonable accommodation to perform the essential functions of his or her job must report it to Human Resources. iLEAD will engage in the interactive process in compliance with applicable law. iLEAD may require medical verification of both the disability and the need for an accommodation.

iLEAD will also consider requests for reasonable accommodations for medical conditions related to pregnancy and childbirth where supported by medical documentation.

V. RELIGIOUS ACCOMMODATION

We value the diverse backgrounds of our employees and will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs, including time off for religious holidays and accommodations related to dress and grooming practices, unless doing so would cause an undue hardship on school operations. If you desire a religious accommodation, please make the request in writing to your supervisor as far in advance as possible.

VI. IMMIGRATION COMPLIANCE

iLEAD does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen. It is, however, the policy of iLEAD to only employ those individuals that are authorized to work in the United States. Therefore, iLEAD requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States.

As a condition of employment, each new employee must properly complete, sign and date the first section of the USCIS Form I-9, on or prior to the first day employment commences and present documentation establishing identity and employment eligibility within three business days after he or she begins work. If the employee cannot verify his/her right to work in the

United States within three business days of employment, iLEAD will be required to terminate his/her employment immediately.

VII. EMPLOYEE CLASSIFICATION

iLEAD's employees are classified in the following categories: Exempt, Non-Exempt, Full-Time, Part-Time, or Per Diem/On Call.

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis and are not entitled to overtime pay.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. These employees are paid on an hourly basis and are entitled to overtime wages for overtime worked in accordance with the law.

Full-Time: Full time employees are those employees who are scheduled to work at least 30 hours in a week.

Part-Time: Part time employees are those employees who are scheduled to work less than 30 hours in a week.

Per Diem/On Call: These are positions that require Part-Time employees to work schedules of no particular hours or duration. Employees who occupy these positions may also be expected to work an ongoing but irregular schedule OR to work short-term temporary schedules OR to work on-call. Contingent/Pool employees may work any other schedule not meeting the requirements established above for regular or temporary employment categories.

Unless otherwise required by law, Part-Time and Per Diem/On Call employees are not entitled to benefits provided by iLEAD. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of iLEAD and are not eligible for benefits provided by iLEAD. If you have any questions about your classification, please consult with Human Resources.

VIII. FAMILIAL AND RELATED CONFLICT OF INTEREST

iLEAD wants to preserve a working environment that has clear boundaries between personal and professional relationships. All employees must avoid situations involving actual or potential conflicts of interest.

Some situations such as the ones described below can create conflicts of interest requiring iLEAD to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of actual or perceived favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest or situations of actual or perceived favoritism. If such a relationship arises, both employees should notify iLEAD so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

If a staff member forms a special social relationship or begins dating a parent of an iLEAD student, the staff member should ensure that he or she does not treat the student differently from other students in any manner and under any circumstances. If a conflict arises, the staff member must notify iLEAD so that appropriate measures may be taken to address the situation.

An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, iLEAD may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest may constitute grounds for disciplinary action.

IX. FINANCIAL CONFLICT OF INTEREST

While employed by iLEAD, employees owe a duty of loyalty to iLEAD and are required to avoid any situation that presents an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's business dealings.

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which the School does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School. The receipt of occasional flowers, candy or gifts worth less than \$250.00 from clients, customers, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from Human Resources before accepting any item worth in excess of \$250.00 from clients, customers, or vendors.

Failure to comply with the Conflicts of Interest Policy may result in disciplinary action, up to and including termination.

X. CERTIFICATION AND LICENSURE OF INSTRUCTIONAL STAFF

Each of iLEAD's core academic teachers is required to hold a current Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for "highly qualified teachers." If an instructional staff employee believes that he or she is assigned to teach in a subject in whom he or she does not have subject matter competence, the employee should immediately report the same to the Administration. A staff member who is required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at iLEAD. Expenses incurred for updating and/or maintaining the required credentialing certificates, licenses or related permits are borne by the employee.

XI. TUBERCULOSIS TESTING

To protect the health of our students and team, employees must provide either proof of an examination within the past 60 days and that he or she is free of active tuberculosis, or complete and submit the iLEAD's Adult Tuberculosis (TB) Risk Assessment Questionnaire and TB Physician's Certification.

Employees transferring from other public or private schools within the State of Ohio must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

All employees shall be required to undergo a tuberculosis test, which shall consist of an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs or provide the Risk Assessment and Physician's Certification at least once every four (4) years, excepting "food handlers" who shall be examined annually. Each employee is required to have the appropriate documentation on file with iLEAD.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by iLEAD.

XII. CRIMINAL BACKGROUND CHECKS

iLEAD is committed to creating a safe environment by applying the highest standards of responsible hiring practices. Therefore, as a condition of employment, iLEAD requires all applicants for employment to complete fingerprinting and background checks consistent with legal requirements. iLEAD will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. iLEAD shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification. Staff employed at iLEAD Spring Meadows must submit to and pass all background checks required for school employees under Ohio Revised Code.

XIII. GENERAL WORKPLACE POLICIES

A. Harassment-Free workplace and Protection Against Retaliation

iLEAD recognizes that all employees have a right to work in an environment free of unlawful harassment. We are committed to providing a work environment free of unlawful harassment including, but not limited to, sexual harassment. iLEAD complies with applicable laws and iLEAD's policies strictly prohibits unlawful harassment against employees, applicants for employment, individuals providing services in the workplace, contract, unpaid interns and volunteers on the basis of their actual or perceived race, color, religious creed (which includes

religious dress and grooming practices), sex (which includes pregnancy, childbirth, breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin, ancestry, citizenship status, military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws. iLEAD will not tolerate discrimination or harassment based upon these characteristics or any other characteristics protected by applicable federal, state or local law.

Our anti-harassment policy applies to all persons involved in our operations and prohibits harassment by any employee of iLEAD, including managers and coworkers.

iLEAD will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, suppliers, vendors or customers. If unlawful harassment occurs on the job by someone not employed by iLEAD, the procedures in this policy should be followed. This policy applies to males who sexually harass females or other males, and for females who sexually harass males or other females. iLEAD will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures and/or any digital or electronic forms of communication or mediums including (emails, internet/web pages or sites).
- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis.
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors.
- Retaliation for having reported or threatened to report unlawful harassment in good faith.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

iLEAD prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

XIV: WHAT TO DO IF SEXUAL HARASSMENT AND OTHER UNLAWFUL HARASSMENT OR DISCRIMINATION OCCURS

At iLEAD South Bend, we encourage all employees to be vigilant and aware of how we are treating other. Each Supervisor has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should a Supervisor become aware of any conduct that may constitute unlawful harassment, discrimination or other prohibited behavior, the Supervisor must report the conduct to the Administration or Human Resources immediately so that action may be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Administration or Human Resources. If these individuals are not available, or in the event you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Additionally, a Harassment Complaint Form may be obtained from the Registrar. However, reports may be provided verbally. Your report should be specific and should include the names of the individuals involved and the names of any witnesses.

Upon notice of such a complaint, the Administration and/or Human Resources will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of “qualified personnel” and using methods that provide all parties with “appropriate due process.” iLEAD will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. The Administration and/or Human Resources will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

If iLEAD determines that unlawful conduct or a violation of applicable policies has occurred, appropriate remedial measures will be taken in accordance with the circumstances involved. Any employee determined by iLEAD to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

A. Filing a Complaint with the Ohio Civil Rights Commission.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the Ohio Civil Rights Commission (“OCRC”) or the Equal Employment Opportunity Commission (“EEOC”). The OCRC and the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes in company policies. The address and phone number of the OCRC and EEOC offices can be found in the government sections of your local telephone directory or online.

B. Retaliation Policy

iLEAD will not retaliate against you for raising any good faith concerns regarding any unlawful discrimination, harassment or retaliation, and will not tolerate or permit any form of retaliation against you by management or your coworkers. It is in violation of iLEAD's policy for iLEAD or any employee to treat an individual unfairly because that individual has filed a complaint or participated in any manner in an investigation. Examples of unfair treatment are demotion, suspension, failure to hire or consider for hire and/or failure to give equal consideration in making employment decisions. Any employee retaliating against another employee will be subject to discipline, up to and including termination.

Examples of protected activities under the iLEAD's retaliation policy include seeking advice from the Commissions; filing a complaint with the Commissions, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and reasonably believes to be a violation of the law; participating in an activity that is perceived by iLEAD as opposition to discrimination; or participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent iLEAD from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an employee were either disruptive or otherwise detrimental to legitimate business interests.

XV: ANTI-BULLYING POLICY

In addition to iLEAD's commitment to providing an environment free from unlawful harassment, iLEAD prohibits workplace bullying.

Any employee who believes that he or she has been bullied, is being coerced to participate in bullying or who has information about bullying conduct by a coworker, supervisor, agent, client/customer, vendor or other third party not employed by iLEAD should immediately provide a written or verbal report to Human Resources, his or her supervisor, or any other member of management.

If the employee's supervisor is the individual about whom the employee has a complaint, or concern, the employee should make a report to Human Resources.

iLEAD will conduct a prompt, thorough and objective investigation of any complaint of workplace bullying. iLEAD will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible, commensurate with a thorough investigation. If a complaint of bullying is substantiated, appropriate disciplinary action, up to and including discharge, may be taken.

iLEAD will not tolerate retaliation against any employee who makes a good faith complaint regarding workplace bullying.

XVI: WORKPLACE VIOLENCE

iLEAD is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, iLEAD has established a strict policy that prohibits any

employee from threatening or committing any act of violence in the workplace, while on duty, while on iLEAD-related business, or while operating any vehicle or equipment owned or leased by iLEAD. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, iLEAD must enlist the support of all employees. Compliance with this policy and iLEAD's commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility. Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor or Human Resources. If these individuals are not available, report the incident to any other supervisor and report the incident to the Human Resources as soon as possible. All reports will be investigated by iLEAD and appropriate corrective action will be taken. If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

XVII: EMPLOYEE-STUDENT RELATIONS POLICY

C. Boundaries Defined

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

D. Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the

Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from iLEAD
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from iLEAD or school activities; school employees in Ohio should not transport students in their personal vehicles under any circumstances
- Being alone in a room with a student at iLEAD with the door closed
- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about iLEAD activities and not in accordance with applicable iLEAD policies or in violation of the iLEAD's Social Media Policy
- Being "friends" with a student on any personal or non- iLEAD social media website
- Communicating with students or parents/guardians in violation of iLEAD's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on iLEAD's social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes,

but is not limited to:

- Obtaining parents' written consent for any after- school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (School and parental) to take students off iLEAD's property for activities such as field trips or competitions (provided the iLead employee is not transporting the student in the employee's personal vehicle)
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to iLEAD activities or classes, and communication should be initiated via iLEAD-based technology and equipment
- Keeping the door open when alone with a student
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or administrators (such as Human Resources) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of iLEAD

E. Reporting Violations

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and iLEAD as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

F. Investigating

Human Resources will promptly investigate any allegation of a violation of the Employee-

Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under Ohio Revised Code section 2151.421. In the event the allegation also constitutes such a reportable allegation, Human Resource, in conjunction with any school employees who are aware of the allegation, shall comply with the legal requirements of immediately reporting the allegation to a child protective agency.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of Ohio Revised Code Section 2151.421, Human Resources or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

G. Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

XVIII: OPEN DOOR POLICY

iLEAD wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment and/or iLEAD. Other than in situations involving unlawful harassment (as outlined and described above), please contact the Administration with your questions or concerns. If the situation is not resolved to your satisfaction, please contact your school site's Personnel Committee Chair, preferably in writing, who will further investigate the issue.

XIX: DRUG AND ALCOHOL FREE WORKPLACE

Our employees are our most valuable resource, and we are committed to providing a safe working environment to protect our employees and others, and to minimize the risk of accidents and injuries. It is iLEAD's policy to maintain a drug and alcohol free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on iLEAD property at any time. It is expected that all employees will assist in maintaining a work environment free from the effects of alcohol, drugs or other intoxicating substances.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

iLEAD prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs or drug paraphernalia on iLEAD's premises or while conducting iLEAD's business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of a controlled substance (including medicinal marijuana) on iLEAD's premises or iLEAD business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of alcohol on iLEAD's premises or conducting iLEAD business or during working hours;
- Storing in a locker, desk, automobile, or other repository on iLEAD's premises any controlled substance or alcohol whose use is unauthorized, or any illegal drug or drug paraphernalia;
- Being under the influence of an unauthorized controlled substance, illegal drug, or alcohol on iLEAD's premises or while conducting iLEAD business or during working hours;
- Refusing to submit to an inspection when requested by management;
- Failing to adhere to the requirements of any drug or alcohol treatment or counseling program in which the employee is enrolled;
- Conviction under any criminal drug statute for a violation occurring in the workplace;
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

Engaging in any of the activities above shall be considered a violation of iLEAD's policy and the violator will be subject to discipline, up to and including termination. iLEAD complies with all federal and state laws and regulations regarding drug use while on the job.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by iLEAD where alcohol is served or while entertaining clients and prospective clients of iLEAD. However, employees must remember their obligation to conduct themselves appropriately at all times while at iLEAD-sponsored functions or while representing iLEAD.

XX. HEALTH, SAFETY AND SECURITY POLICIES

iLEAD is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, iLEAD has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The Injury and Illness Prevention Program is kept by the Administration and is available for your review.

All employees are expected to know and comply with iLEAD's general safety rules and to follow safe and healthy work practices at all times. Please immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

iLEAD will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

iLEAD has also developed guidelines to help maintain a secure workplace. It is important for all employees to be aware of unknown persons loitering in parking areas, walkways, entrances,

exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees and our students, depends upon the alertness and sensitivity of every individual.

H. Employees Who Are Required to Drive

Employees who are required to drive their own vehicle on approved iLEAD business will be required to show proof of a current, valid license and proof of current, effective insurance coverage. iLEAD retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage. Employees who drive their own vehicles on approved iLEAD business will be reimbursed at the per mile rate established by the Internal Revenue Service. As a condition of employment, employees who drive their own vehicle on approved iLEAD business are required to use good judgment.

Safety must come before all other concerns. Thus, pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving should not send or review text messages while driving.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by iLEAD or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

Violations of this policy will be subject to disciplinary action, up to and including termination.

I. Smoking

In an effort to provide a healthy and comfortable work environment for everyone, smoking is prohibited on iLead property, including on parking lots and sidewalks (with the exception of inside personal vehicles). All iLEAD buildings and facilities are non-smoking facilities. All types of Tobacco use are prohibited, including electronic cigarettes.

J. Housekeeping

iLEAD strives for a clean, safe and sanitary environment. All employees are expected to keep the premises orderly and to clean up after themselves, which includes leaving their work areas,

common areas, the kitchen and the refrigerator neat and clean. Employees who work in open areas should not eat at their desks.

XXI: ILEAD PROPERTY INSPECTIONS

iLEAD is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, iLEAD provides property and facilities to its employees to carry out business on behalf of iLEAD. Accordingly, employees do not have a reasonable expectation of privacy when using any iLEAD property or facilities. In accordance with these policies, all items contained in iLEAD facilities and property may be inspected by iLEAD at any time, with or without prior notice to the employee. iLEAD property includes, but is not limited to, all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices. iLEAD also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on iLEAD property or premises. iLEAD reserves the right to deny entry to any person who refuses to cooperate with any inspections by iLEAD. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

XXII: SOLICITING/CONDUCTING PERSONAL BUSINESS WHILE ON DUTY

In order to maintain and promote efficient operations, discipline, and security, iLEAD maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.
3. No employee shall enter or remain in iLEAD work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed. Work area does not include iLEAD parking lots, gates, or other similar outside areas unless an employee is assigned to work in such areas.
4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on iLEAD property.
5. Non-employees must sign in at the front office before entering iLEAD property.

Violations of this policy may result in disciplinary action, up to and including termination.

XXIII: USE OF ILEAD COMMUNICATION EQUIPMENT AND TECHNOLOGY

iLEAD has a commitment to protect our employees and our students. One of the ways to protect our employees and students is to monitor and limit technology use within safe boundaries.

iLEAD's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks. All iLEAD-owned Communications Systems remain the property of iLEAD and are provided to the employee to carry out business on behalf of iLEAD, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using iLEAD owned equipment and technology. Communications (including any attached message or data) made using iLEAD owned communications equipment and technology are subject to review, inspection and monitoring at any time by iLEAD.

Protecting our students and the children at iLEAD is one of our top priorities. In order to do so, iLEAD uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

K. Prohibited Use

Internet use, unless previously authorized, is for business purposes. The Communications Systems is provided solely for the purpose of conducting iLEAD business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt iLEAD business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems. Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the appropriate prior written authorization. Employees are not permitted to use iLEAD's Communications Systems to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and Internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, color, religious creed (which includes religious dress and grooming practices), sex (which includes pregnancy, childbirth,

breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin, ancestry, citizenship status, military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. iLEAD has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems. Users are also prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.

The e-mail system and Internet access is not to be used in any manner that is against the policies of iLEAD, contrary to the best interest of iLEAD or for personal gain or profit of the employee against the interests of iLEAD. Employees must not use iLEAD's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Users must not alter, copy, transmit, or remove iLEAD information, proprietary software, or other files without proper authorization from iLEAD. For employees working at iLEAD Spring Meadows, all altering or removing of information or files must be done in accordance with the School public records retention policy.

Employees should not attempt to gain access to another employee's e-mail files or voicemail messages without the latter employee's express permission. Each employee is responsible for the content of the messages sent out using his/her iLEAD issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless the latter employee expressly authorizes such use. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

L. Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within iLEAD. iLEAD has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside iLEAD, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

M. Access and Disclosure

iLEAD, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the CEO or his or her delegatee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although iLEAD entrusts you with the use of voice mail, e-mail, computer files, software, or similar iLEAD property, you should keep in mind that these items have been installed and maintained at great expense to iLEAD and are only intended for business purposes. At all times, they remain iLEAD property. Likewise, all records, files, software, and electronic communications contained in these systems also are iLEAD property. You are advised that electronic files, records, and communications on iLEAD computer systems, electronic communication systems, or through the use of iLEAD telecommunications equipment are not private. Although they are a confidential part of iLEAD property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by iLEAD personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. iLEAD is not responsible for costs incurred when employees use iLEAD telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after “deletion.”
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.
- May be considered public records.

There will be times when iLEAD, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other iLEAD property. iLEAD also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when iLEAD suspects that iLEAD property is being used in an unauthorized manner.

iLEAD reserves the right to use and disclose any electronic communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

N. Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of iLEAD’s Communications Systems should immediately contact Human Resources. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

XXIV: EMPLOYEE BLOGS AND SOCIAL NETWORKING

O. Scope

In light of the explosive growth and popularity of social media technology in today's society, iLEAD has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to iLEAD; (2) engage in social media activities during working hours; (3) use iLEAD equipment or resources while engaging in social media activities; (4) use your iLEAD e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with iLEAD; or (6) interact with iLEAD students or parents/guardians of iLEAD students (regarding iLEAD-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and MySpace, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, iLEAD's other policies, rules, and standards of conduct. For example, iLEAD policies on confidentiality, use of iLEAD equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all iLEAD policies whenever your social media activities may involve or implicate iLEAD in any way, including, but not limited to, the policies contained in this Handbook.

P. Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of iLEAD policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of iLEAD's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with iLEAD.
- Do not post confidential information (as defined in this Handbook) about iLEAD, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and

all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your iLEAD-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with iLEAD's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- Be knowledgeable about and comply with iLEAD's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.
- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of iLEAD. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of iLEAD, or that might constitute harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about iLEAD, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of iLEAD, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for iLEAD unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with iLEAD, make it clear that you are not speaking on behalf of iLEAD and that your views do not represent those of iLEAD, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of iLEAD. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of iLEAD."
- Never be false or misleading with respect to your professional credentials.

Q. Creating and Using iLEAD Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by iLEAD. Employees are only permitted to communicate and connect with students' parents or guardians regarding iLEAD-related matters on social media that is owned and operated by iLEAD. All communications with parents or guardians regarding iLEAD-related matters on non-iLEAD or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-iLEAD or personal social media may result in disciplinary action, up to and including termination. The IT Department, in addition to Human Resources and members of the administration, are responsible for approving requests for iLEAD social media, monitoring iLEAD social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). iLEAD has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any

inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by iLEAD in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create iLEAD social media from your supervisor.
- Contact the IT Department to set up the social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

R. Access

Employees are reminded that iLEAD's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of iLEAD. All communications and information transmitted by, received from, or stored in these systems are iLEAD records.

As a result, iLEAD may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. iLEAD may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the iLEAD has engaged in a violation of this, or any other, iLEAD policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the iLEAD's various electronic communications systems.

S. Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

T. Retaliation Is Prohibited

iLEAD prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

U. Questions

In the event you have any questions about whether a particular social media activity may involve

or implicate iLEAD, or may violate this policy, please contact Human Resources. Social media is in a state of constant evolution, and iLEAD recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each iLEAD employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

XXV: PARTICIPATION IN RECREATIONAL OR SOCIAL ACTIVITIES

To encourage teamwork at iLEAD, we encourage participation in recreation and social activities sponsored or supported by iLEAD. Please note that employee participation is strictly voluntary and employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and iLEAD disclaims any and all liability arising out of the employee's participation in these activities.

XXIV: PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. iLEAD strives to keep accurate and up to date personnel records. Please keep the Administration advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable iLEAD to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an iLEAD representative, at a mutually convenient time. A request for information contained in the personnel file must be directed to the Administration. Employees, former employees, or employee representatives may submit a request to inspect their personnel file in the presence of a representative of iLEAD. All requests must be in writing. Current and former employees, or employee representatives, may also request inspection through the use of an iLEAD-provided request form. Please contact the administration to schedule a convenient time. You may request copies from your file of all documents. iLEAD may charge the requesting employee or employee representative for the actual cost of reproduction of personnel file documents. If you desire, you may add a written statement to your file explaining any disputed item.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, iLEAD will cooperate with—and provide access to your personnel file to—law enforcement officials or local, state or federal agencies or as otherwise required in accordance with applicable law. Certain contents of personnel files of Ohio school employees are considered public records.

XXVII: HOURS OF WORK, OVERTIME AND ATTENDANCE

V. Work Hours and Schedules

iLEAD's normal working hours are from **8:00 a.m. – 4:30 p.m.**, Monday through Friday. The

work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule. Employees are expected to be punctual and ready to start work at their scheduled time.

W. Overtime

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

For purposes of calculating overtime, iLEAD's standard workweek begins on Saturday at 12:00 a.m. (midnight) and ends on Friday at 11:59 p.m. (midnight). iLEAD's standard workday is 12:00 a.m. (midnight) to 11:59 a.m. each day.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked. Any overtime must be preauthorized in writing by the Administration.

X. Meal and Rest Periods

Meal Periods: All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid. Employees are eligible for the following number of meal periods:

Length of Workday in Hours	# of Meal Periods	Explanation
0 to \leq 5	0	An employee who works 5 hours or less in a workday is not entitled to a meal period.
> 5 to \leq 10	1	An employee who works more than 5 hours in a workday, but who does not work more than ten hours in a workday, must take a 30-minute uninterrupted meal period, unless the employee works six or fewer hours and voluntarily waives his or her first meal period.
> 10	2	An employee who works more than ten hours in a workday must take a second uninterrupted 30-minute meal period, unless the employee works 12 or fewer hours, did not waive the first meal period, and voluntarily waives his or her second meal period.

Employees must take their meal periods according to the following schedule:

Which Meal Period	When
First Meal Period	An employee's first meal period must begin within 5 hours of starting work (in other words, by the end of the fifth hour of work or 5 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her meal period no later than 1:30 p.m.
Second Meal Period	An employee's second meal period must begin within ten hours of starting work (in other words, by the end of the tenth hour of work or 10 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her second meal period no later than 6:30 p.m.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to iLEAD policy, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with iLEAD's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

XXVII: PAY DAYS

Employees who are paid a predetermined salary will have paydays scheduled on the 15th and the last day of each month. All other employees (i.e., those on an hourly or per diem basis, etc.) will have paydays scheduled on the 5th and 20th of each month (see Administration for the schedule). Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the day of work before the day(s) off. Employees are

required to report any overpayment of wages to the Payroll Department. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

XXIX: ATTENDANCE POLICY

iLEAD strives for a healthy and positive work environment. Good attendance and punctuality are an important part of the day-to-day operations. Excessive absenteeism and/or tardiness might place a burden on fellow employees and iLEAD.

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with the Administration. If it is not possible to arrange your absence or tardiness in advance, you must notify the Administration no later than one-half hour before the start of your workday or as soon as reasonably practicable, if you are absent or tardy in accordance with iLEAD's sick leave policy. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission. If you are a teacher and need a substitute for any absence other than those taken under iLEAD's sick leave policy, you are responsible for communicating with the designated contact for your specific site and submitting a request for the designee to arrange for a substitute. This request must be submitted in advance. Please see iLEAD Commons for more information. If you are absent from work longer than one day please communicate this with your Director or designated contact.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively scheduled workdays, iLEAD will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

XXX. TIME RECORDS

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means non-exempt employees must record their time whenever they begin, cease, or resume working during the course of a workday. While you need not record when you begin or end your rest periods, you must record when you begin and end your meal periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

If instructed by your supervisor, you will be expected to record time worked on a timesheet for each pay period. Recording inaccurate time on your timesheet or recording time on another employee's time sheet is a violation of iLEAD policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

XXXI: PROFESSIONAL DEVELOPMENT

As a commitment to our team's professional growth, iLEAD holds minimum days on Fridays to allow for professional development, collaboration opportunities and meetings. All full-time salaried staff, including teachers, is required to attend the meetings and/or work days that apply. If a staff member is unable to attend, they must submit an absence claim form to gain approval for their absence. Various professional development opportunities will be offered throughout the year. Teaching staff is required to attend all professional development opportunities prior to the start of school. Teaching staff is encouraged to visit other charter schools, attend applicable conferences, and conduct a research activity/presentation and other approved professional development activities.

XXXII: STANDARDS OF CONDUCT

Y. Personal Appearance

iLEAD encourages all employees to maintain professionalism in appearance and in behavior. Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must at all time wear shoes. Your supervisor will inform you of any specific dress requirements for your position.

Z. Prohibited Conduct

iLEAD expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by iLEAD. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by iLEAD.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Violation of iLEAD's Drug and Alcohol Free Workplace policy
- Theft or embezzlement
- Willful destruction of property
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to iLEAD
- Misuse of iLEAD property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course and scope of your employment with iLEAD
- Acts of discrimination or unlawful harassment based on gender, ethnicity or any other basis protected by applicable law or policies

- Failure to comply with iLEAD's safety procedures
- Insubordination such as a failure to follow a supervisor's legitimate and legal direction.
- Failure to follow any known policy or procedure of iLEAD or gross negligence that results in a loss to iLEAD
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unauthorized use of iLEAD equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Failure to take meal and/or work breaks
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from iLEAD.
- Sleeping or malingering on the job
- Unfit for service, including the inability to appropriately instruct or associate with students.
- Performing unauthorized work on iLEAD time.
- Unauthorized use of cameras or other recording devices on iLEAD's premises.
- Making false or malicious statements about any employee or iLEAD.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on iLEAD's premises.
- Violation of the Employee-Student Relations policy
- Violation of any safety, health, security, or other iLEAD policies, rules, or procedures.

Although employment may be terminated at will by either the employee or iLEAD at any time, without following any formal system of discipline or warning, iLEAD may exercise discretion to utilize forms of discipline that are less severe than termination. Examples of less severe forms of discipline include verbal warnings, written warnings, demotions and suspensions. While one or more of these forms of discipline may be taken, no formal order or procedures are necessary. This statement of prohibited conduct does not alter or limit the policy of employment at will. Either you or iLEAD may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

XXXIII: CONFIDENTIAL INFORMATION

It is important to iLEAD to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee's job performance.

iLEAD devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of iLEAD you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by iLEAD. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of iLEAD, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to iLEAD during extended leaves of absence or upon termination of employment.

During your employment with iLEAD, you will not be permitted nor required to breach any obligation to keep in confidence, proprietary information, knowledge, or data acquired during your former employment. You must not disclose to iLEAD any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by iLEAD may be considered to be public records, employees must refer any person seeking school records or information to Human Resources for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

XXXIV: CHILD NEGLECT AND ABUSE REPORTING

iLEAD understands its responsibility to protecting its students and children. An employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the county Child Protective Services office. In Ohio, all teachers and all school employees are mandatory reporters and have a personal, legal obligation to report suspicions of child abuse or neglect under Ohio Revised Code section 2151.421. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” iLEAD employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the iLEAD Site Director, an iLEAD counselor, coworker, or other person shall not be a substitute for making a mandated report to **Child Protective Services**. In addition, employees

must also complete annual training as required by law. Employees who have any questions about these reporting requirements should contact Human Resources.

XXXV: OUTSIDE EMPLOYMENT

Employees are required to inform iLEAD, before accepting any employment or consulting relationship with another person or entity while employed by iLEAD. While iLEAD does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with iLEAD, that creates a conflict of interest that interferes with the employee's work for iLEAD or that reflects negatively on either the employee or iLEAD.

XXXVI: EXPENSE REIMBURSEMENTS

iLEAD will reimburse employees for reasonably necessary expenses incurred in the furtherance of iLEAD's business. In order to be eligible for reimbursement, employees must follow the protocol set forth in iLEAD's policy regarding expenditures. In general, all expenses must have been previously approved in Purchase Order form by the Administration. Purchase Orders may be obtained and completed through the Business Office. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted on a timely basis in accordance with the iLEAD's expenditure policy to the Business Office for payment process.

XXXVII: EMPLOYEE BENEFITS AND LEAVES OF ABSENCE

iLEAD is happy to provide eligible employees with a wide range of benefits. The description of Benefits that follows is only a brief summary for your general information. For details and exact information, please contact Human Resources.

AA. Paid Sick Leave

iLEAD enacted a policy to provide paid sick leave ("PSL") to eligible employees.

BB. Eligible Employees

All employees (including full-time, part-time and temporary employees) who work more than 30 days within a year are eligible to accrue PSL under the accrual rate and caps set forth in this policy.

CC. Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee as well as any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco

parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by Ohio law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

DD. Accrual Rate, Maximum, and Carryover

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee’s normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

All Regular Full-Time Exempt Employees: iLEAD provides exempt employees with up to 12 days (or 96 hours) of PSL each school year at an accrual rate of 1 day (or 8 hours) per month beginning immediately upon hire or upon the beginning of the school year, whichever occurs first. The accrual of PSL is capped at a maximum of 12 days (or 96 hours). Once the employee’s PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee’s PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to a maximum carry over cap of 72 hours.

All Other Employees: Eligible employees will accrue one hour of PSL for every 30 hours worked beginning immediately upon hire or upon the beginning of the school year, whichever occurs first. There is a cap on PSL accrual. Employees may accrue up to a maximum accrual of 72 hours of PSL. Once the employee’s PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee’s PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

EE. Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment in accordance with the maximum amounts listed below:

All Regular Full-Time Exempt Employees: Each school year, employees may only use a maximum of 12 days (or 96 hours) of their accrued PSL.

All Other Employees: Each school year, employees may only use a maximum of 48 hours of their accrued PSL.

PSL may be taken in minimum increments of two hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use accrued PSL to make up for the absence.

FF.Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

GG. Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

HH. No Discrimination or Retaliation

iLEAD prohibits discrimination or retaliation against employees for using their PSL.

XXXVIII: INSURANCE BENEFITS

II. Insurance

Full-time employees are entitled to insurance benefits offered by iLEAD. These benefits will include medical, dental, vision and AFLAC. iLEAD will have a defined contribution towards the employee's insurance premiums that are iLEAD sponsored insurance plans. This amount will be determined on an annual basis. The employee's portion of monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

Full-time employees will also be covered under an insurance policy that includes Life, Short-Term Disability, and Long-Term Disability at no cost to the full time employee. Additional voluntary insurance plans will be offered through iLEAD, which will be the employee's responsibility to pay all premiums.

I

f medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 90 days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

JJ. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

XXXIX: LEAVES OF ABSENCE

At iLEAD South Bend , we understand employees may experience personal or medical matters during their time of employment here. If an employee has a need for a Leave of Absence, please notify your supervisor and follow the guidelines outlined below.

Under certain circumstances, iLEAD may grant leaves of absence to employees. Employees

must submit requests for leaves of absence in writing to the Administration as far in advance as possible. To open the lines of communication, while on leave, we ask employees to keep in contact with the Administration and notify the Administration if the date to return to work changes. If an employee's leave expires and the employee fails to return to work without contacting the Administration, it will be presumed that the employee abandoned his/her position with iLEAD and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated as permitted by law.

This Guidebook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact the Administration to request specific information relating to a particular leave policy. Employee benefits, including, but not limited to, paid sick leave, do not accrue during a leave of absence unless otherwise required by law or by applicable iLEAD policies.

While out on a leave of absence, employees may not accept employment with another employer or person unless agreed to in advance in writing by the Administration. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with iLEAD, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

KK. Family and Medical Leave¹

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by iLEAD for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees within a 75 mile radius.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the iLEAD's request form as detailed further below. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. the care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. the "serious health condition" of the employee;
4. the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise

¹ This policy may not apply if the School has less than 50 or more employees within a 75 mile radius.

- in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide iLEAD with a medical certification from your health care provider establishing eligibility for the leave, and you must provide iLEAD with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to iLEAD in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You may be required to use any accrued PSL during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan or workers' compensation insurance plan, the employee and iLEAD may mutually agree to supplement such benefit payments with available PSL.

Benefit accrual, such PSL and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following

a family and medical leave. iLEAD will provide written notice to any “key” employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

LL. Procedures for Requesting and Scheduling FMLA Leave

An employee should request FMLA leave by completing a Request for Leave form (available from Human Resources) and submitting it to Administration. An employee asking for a Request for Leave form will receive a copy of the iLEAD’s then-current FMLA leave policy.

Employees should provide not less than 30 days’ notice of their intent to take FMLA leave or if such notice is not possible, employees should provide notice as soon as is practicable, for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her spouse, domestic partner, child or parent.. Failure to provide such notice is grounds for denial of a leave request, except in situations where the need for FMLA leave is an emergency or otherwise unforeseeable.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee’s regular position.

In most cases, iLEAD will respond to a FMLA leave request within 5 business days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason. If an FMLA leave request is granted, iLEAD will notify the employee in writing that the leave will be counted against the employee’s FMLA leave entitlement. This notice will explain the employee’s obligations and the consequences of failing to satisfy them.

MM. Return to Work

Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or comparable position to the employee’s original position in terms of pay, benefits and working conditions unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee’s FMLA leave.

NN. Pregnancy Disability Leave

iLEAD provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider’s statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to iLEAD. Employees returning from pregnancy disability leave must submit a health care provider’s verification of their fitness to return to work.

iLEAD will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, iLEAD may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan, the employee and iLEAD may mutually agree to supplement such benefit payments with available sick leave. Benefit accrual, such as sick leave and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide iLEAD with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

OO. Unpaid Leave of Absence

Under emergency circumstances, for medical, personal, or other reasons, you may need to be temporarily released from the duties of your job with iLEAD. It is the policy of iLEAD to allow its eligible employees to apply for and be considered for certain specific leaves of absence not otherwise set forth in this handbook.

Time off for any reason during a working day will count first against your allotted paid time off. Thereafter, unless specifically exempted, any time off will be without pay.

Failure to return to work as scheduled from an approved leave of absence, or failure to inform Human Resources of an acceptable reason for not returning as scheduled, will be considered a voluntary resignation of employment.

All requests for leaves of absence shall be submitted in writing to Human Resources. Each

request shall provide sufficient detail, including the reason for the leave, the expected duration of the leave, and the relationship of family members, if applicable.

Regular full time employees who have completed one year of service are eligible for an unpaid personal leave of absence of thirty (30) calendar days. During that time, you will remain covered under iLEAD's medical plans subject to plan eligibility and requirements

A request for a personal leave will be evaluated on a number of factors, including anticipated operational and staffing requirements during the proposed time of absence. In the case where the initial 30 calendar days are insufficient, consideration may be given for an extension of 30 more days if your manager is informed in writing.

If you are on leave for more than 30 days, you must pay the full costs of your insurance benefits. iLEAD will resume payments when you return to active employment.

PP. Funeral/Bereavement Leave

iLEAD employees will be allowed up to 5 consecutive working days off to arrange and attend the funeral of an immediate family member (3 days in-state or 5 days out of state). Regular exempt full-time employees will receive this time with pay. For all other employees, the time off will be unpaid.

For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grandchild, or domestic partner.

QQ. Military Leave of Absence

All employees who leave iLEAD for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue sick leave or receive holiday pay during military leave.

RR. Family Military Leave

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to Human Resources within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from

deployment.

The employee may take this time off without pay unless otherwise required by applicable law.

SS. Drug and Alcohol Rehabilitation Leave

iLEAD will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. iLEAD will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact the Administration. iLEAD will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use paid sick leave, if any, during requested leave.

Nothing in this policy shall prohibit iLEAD from refusing to hire or from discharging an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

TT. Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the Administration to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

UU. Time Off to Attend Child's School Activities

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance. You may be asked to provide documentation from the school or day care facility that you participated in the activity to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid.

VV. Time Off for Jury and Witness Duty

iLEAD encourages employees to serve on jury or witness duty when called. An employee must notify their supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court or a subpoena is received. Time off for jury and witness duty is unpaid. Any jury pay or mileage may be kept by the employee. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Verification from the court clerk of having served may be required and you will be expected to report or return to work for the remainder of your work schedule on any day you are dismissed from jury or witness duty.

WW. Time Off for Domestic Violence, Sexual Assault and Stalking Victims

If you are a victim of domestic violence, sexual assault, or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

- (a) To obtain a temporary or permanent restraining order or other court assistance;
- (b) To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
- (c) To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
- (d) To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
- (e) To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued PSL, as appropriate, if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic violence, sexual assault, or stalking pursuant to iLEAD's family and medical leave policy.

iLEAD will engage in a timely, good faith and interactive process to provide reasonable accommodations for employees who are victims of domestic violence, sexual assault or stalking upon request in order to protect the safety of the employee while at work. Such reasonable accommodations may include implementation of safety measures including a transfer, reassignment, modified schedule, changed work telephone, changed work station, installed lock or safety procedures. iLEAD may request certification from the employee requesting the accommodation that the employee is a victim of domestic violence, sexual assault or stalking. iLEAD is not required to provide an accommodation which is an undue hardship on the iLEAD's business operations or that interferes with iLEAD's obligation to provide a safe and healthful working environment for all employees.

iLEAD does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. If you believe you have been the victim of any such act, please contact your supervisor, the Human Resources Department, or any another manager, as appropriate. iLEAD will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

XX. Time Off for Victims of Crime

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the Ohio Revised Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid.

The types of verification iLEAD may require for an unscheduled judicial processing include: documentation evidencing the judicial proceeding from any of the following entities: the court or government agency setting the hearing; the district attorney or prosecuting attorney's office; or the victim/witness office that is advocating on behalf of the victim.

YY. Time Off for Volunteer Firefighters, Reserve Peace Officers or Emergency Rescue Personnel²

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel (including an officer, employee or member of a disaster medical response entity sponsored or requested by the state) who intends to perform emergency duty during work hours, please alert your supervisor so iLEAD is aware of the fact that the employee may have to take time off to perform emergency duty. In the event any employee needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year.

ZZ. Civil Air Patrol Leave

iLEAD will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, iLEAD will not retaliate against an employee for requesting or taking Civil Air Patrol leave, which is unpaid.

iLEAD will provide not less than 10 days per year of leave but no more than 3 days at a time to employees who are volunteer members of the Ohio Wing of the Civil Air Patrol unless the emergency is extended by the entity in charge of the operation and iLEAD approves the leave. Employees must have been employed by iLEAD for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the Ohio Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the Ohio Wing of the Civil Air Patrol.

² Portions of this policy may only apply if iLEAD has 50 or more employees.

Leave under this policy is unpaid. Following leave under this policy, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of civil air patrol service. If the employee complies with these requirements, the employee will be restored to their prior position without loss of status, pay, or other benefits.

AAA. Workers' Compensation Leave

iLEAD will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, iLEAD may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law and is unpaid (although certain wage replacement benefits may be available).

An employee who sustains a work-related injury or illness should inform his or her supervisor and Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

XL: EMPLOYMENT EVALUATION AND SEPARATION

BBB. Employee Reviews and Evaluations

To encourage open communication with employees and supervisors, iLEAD supports the Performance Review also known as Reflective Supervision process. iLEAD strives to conduct employee performance reviews annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

There are several advantages to work planning:

- It helps you and your supervisor establish priorities among different work activities. It sets standards or goals that can help you increase your own productivity by providing a focus on your efforts in relation to goals.
- It provides an opportunity for you to share your ideas on doing your job better.
- It establishes expectations in advance, together with the results that will be used to determine success, which will help to ensure that your performance is judged fairly.

The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of iLEAD and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with the Administration, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship. Failure by iLEAD to conduct a performance review will not prevent iLEAD from terminating your employment.

CCC. Discipline and Involuntary Termination

Violation of iLEAD's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. iLEAD's disciplinary system is informal and iLEAD may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

DDD. Voluntary Termination

Either the employee or iLEAD may terminate the employment relationship at any time, with or without notice and with or without cause. We hope that you will enjoy your employment with iLEAD. However, if you decide to resign, while it is not required, iLEAD requests that you give as much advance notice as possible (preferably two weeks) to allow iLEAD to plan for your departure.

iLEAD values its employees and is committed to providing a positive, rewarding and productive work environment. As a result, we appreciate your honest feedback during your exit interview. An exit interview may be scheduled on the last day of work with the Administration. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any iLEAD property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at iLEAD. Final pay will be provided in accordance with state law.

EEE. Return of Property

Employees are required to return iLEAD property that is in their possession or control in the event of termination of employment, resignation, or layoff, or immediately upon request. We may also take all action deemed appropriate to recover or protect iLEAD property.

FFF. References

All requests for references and employment verifications must be promptly directed to the Administration. When contacted for a reference or employment verification, iLEAD will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verification.

XLI: ACKNOWLEDGEMENT OF GUIDEBOOK AND AT WILL EMPLOYMENT

I acknowledge that have received the iLEAD South Bend Employee Guidebook. I have read the Guidebook and understand the contents of the Guidebook. I agree to abide by all of the iLEAD School's policies.

I understand and agree to my at-will employment status as described in the Guidebook, summarized as follows:

- This Guidebook does not in any way reflect a contract of employment, either express or implied between iLEAD and me.
- iLEAD is an at-will employer. I am free to terminate the employment relationship with iLEAD at any time; iLEAD, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, iLEAD may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Guidebook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and iLEAD for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that no supervisor or representative of iLEAD has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Board of Directors has the authority to make any such agreement and then only in writing signed by the Board of Directors.

Employee's Name: _____

Employee's Signature: _____

Dated: _____

I acknowledge that have received the Drug and Alcohol Free Workplace Policy. I agree to abide by this policy.

Employee's Name: _____

Employee's Signature: _____

Dated: _____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Attachment 18

Evaluation tools

FACILITATOR ILP FORM A:

Name: _____ Date: _____

INDIVIDUALIZED LEARNING PLANS: It's time to begin with the end in mind! At iLEAD Schools we do this through the reflective supervision process. Your ILP is the driving document in this process. Each of you will be creating a portfolio as you go through the year. This will assist with reflection and documenting your progress.

PORTFOLIO GUIDELINES: Portfolios should include the following sections: Myself (your mission statement, classroom mission statement, pictures, facts about you), My Goals (This is for your own ILP -individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

GOALS: Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your learners. This form will be the “My Goals” section of your portfolio. (This form is due: _____)

EVIDENCE: Your portfolio should include documentation to show growth toward each goal. Your portfolio may be a binder, powerpoint, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

SHOWCASE: Each staff member will be presenting their portfolio and learner work at the Staff Showcase of Learning beginning the week of June 3rd.

CHECK IN MEETINGS: We will have regularly scheduled, individual check -in meetings to discuss the progress you have made toward your goals and portfolio completion. Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

FLEX DAYS: In addition to your goals, staff is expected to complete 3 “Flex Days” toward professional growth. Professional learning days have been built into the school calendar . Some are “in house” staff development days and some are “Self- directed PD” (flex days). Please be prepared

FACILITATOR ILP GOALS FORM A - - DUE : _____

My accountability partner is: _____

FOCUS AREA: ACADEMIC (PROJECT BASED LEARNING/DEEPER LEARNING)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

**FOCUS AREA: LEADERSHIP GOAL (DEMONSTRATING
LEADERSHIP/LEADERSHIP ROLES)**

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FOCUS AREA: ACADEMIC (USING DATA TO IMPROVE SERVICES)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD EMPLOYEES YEAR 1--3 INDIVIDUALIZED FOCUS AREA: (DEVELOPED WITH ADMINISTRATION) DO NOT FILL OUT BEFORE YOUR INITIAL MEETING.

Focus area: _____

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

iLEAD EMPLOYEES YEAR 4 +: WIG (WILDLY IMPORTANT GOAL)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FORM B: Growth Reflection

To be completed by the employee and turned in by _____

Name: _____ Position: _____

1. What were your major educational accomplishments this school year?

2. In what ways have you used data to inform instruction?

3. What did you contribute to the school/studio/iLEAD Schools beyond your regular duties this year?

4. In what ways have you grown professionally this year?

5. What are your personal improvement goals?

FORM B (CONTINUED)

Please assess yourself in each area:

Circle a number for each statement **and PROVIDE A COMMENT FOR EACH.**

1= needs improvement 2= some progress 3 = meets goals goals 4 = exceeds goals

1. Growth as a leader.	1	2	3	4
------------------------	---	---	---	---

Comment:

2. Project Based Learning	1	2	3	4
---------------------------	---	---	---	---

Comment:

3. Implementation of performance based assessments	1	2	3	4
--	---	---	---	---

Comment:

4. Community Involvement (Boothng and events etc)	1	2	3	4
---	---	---	---	---

Comment:

5. Implementation of iLEAD Learner Outcomes	1	2	3	4
---	---	---	---	---

Comment:

6. Attainment of personal ILP goals	1	2	3	4
-------------------------------------	---	---	---	---

Comment:

7. Facilitating 21st Century Skills	1	2	3	4
-------------------------------------	---	---	---	---

Comment:

8. Social/Emotional Learning	1	2	3	4
------------------------------	---	---	---	---

Comment:

9. Home/School Communication	1	2	3	4
------------------------------	---	---	---	---

Comment:

10. Team Collaboration	1	2	3	4
------------------------	---	---	---	---

Comment:

11. Effectively used data to inform instruction	1	2	3	4
---	---	---	---	---

Comment:

12: Nurturing the iLEAD Culture	1	2	3	4
---------------------------------	---	---	---	---

Comment:

13. Professional Development	1	2	3	4
------------------------------	---	---	---	---

List PD Activities beyond Site//Studio:

FORM C: Evaluation of Performance

To be completed prior to June 30, ____.

Name of Evaluatee:

Position:

Date:

COMMENDATIONS:

(Description of those aspects for the individual's job performance which contribute to his/her effectiveness)

AREAS FOR CONTINUED GROWTH:

SPECIFIC ACTIONS TO IMPROVE PERFORMANCE:

(Identification of specific actions which should be taken to improve performance)

PROGRESS TOWARD VISION OF SCHOOL:

I have reviewed and discussed this appraisal with my evaluator:

Name: _____
(please print)

(please print)

(please sign)

(please sign)

Date

Date

SITE/STUDIO DIRECTOR ILP FORM A Due on _____:

Name: _____

Date: _____

INDIVIDUALIZED LEARNING PLANS: It's time to begin with the end in mind! At iLEAD Schools we do this through the reflective supervision process. Your ILP is the driving document in this process. Each of you will be creating a portfolio as you go through the year. This will assist with reflection and documenting your progress.

PORTFOLIO GUIDELINES: Portfolios should include the following sections: Myself (your mission statement, classroom mission statement, pictures, facts about you), My Goals (This is for your own ILP-individual learning plan form that is included in this packet), My Learning (This section is for your reflections and reflection forms that are done at the end of the year), My Contributions (documentation of how you have contributed to your school this year) and My Celebrations (what you are most proud of, notes/cards, memorable events).

GOALS: Given the focus areas below, create 1 goal for each area. The goal should be about how YOU will grow as a professional in the focus area—it is not a goal for your learners. This form will be the “My Goals” section of your portfolio. (This form is due _____)

EVIDENCE: Your portfolio should include documentation to show growth toward each goal. Your portfolio may be a binder, powerpoint, slideshow, movie or any type of medium that would demonstrate growth toward your goal. Be creative!

SHOWCASE: Each staff member will be presenting their portfolio and learner work at the Staff Showcase of Learning beginning the week of June 3rd.

CHECK IN MEETINGS: We will have regularly scheduled, individual check-in meetings to discuss the progress you have made toward your goals and portfolio completion. Please come to these meetings with your goals and be prepared to discuss the progress you have made toward your goals.

FLEX DAYS: In addition to your goals, staff is expected to complete 3 “Flex Days” toward professional growth. Professional learning days have been built into the school calendar. Some are “in house” staff development days and some are “Self-directed PD” (flex days). Please be prepared to provide documentation of the completion of the “Self-directed PD” days.

SITE/STUDIO DIRECTOR ILP GOAL FORM A - DUE _____

My accountability partner is: _____

FOCUS AREA: INSTRUCTIONAL LEADERSHIP & DATA

Improving Academic Performance: Mathematical literacy, ELA Literacy

- ❖ How can I use data for instructional leadership/coaching?
- ❖ *What specific strategies or PBL practices will I introduce/implement/reinforce to improve academic performance?*

Example: Use data protocols; CCSS performance tasks; incorporate "on demand" writing prompts, Math Talks, CPM, Carnegie Math etc.)

Goal (Work from x to y by when):

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FOCUS AREA: LEADERSHIP (TIME MANAGEMENT- BECOMING A TOGETHER LEADER)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FOCUS AREA: SOCIAL/EMOTIONAL LEARNING

- ❖ *How will I support the implementation, measure growth and accountability for the [*iLEAD Learner Outcomes*](#) ?*

(Example: Implement the 7 HABITS; use the [*Learner Outcomes Growth Card*](#) and/or Gallup Poll results for data protocols; etc.)

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FOCUS AREA: ORGANIZATIONAL CULTURE

- ❖ *How will you incorporate iLEAD design elements, Leadership Connections ideas, and activities to build a positive organizational culture?*

Goal (from x to y by when):

Why this is important to me:

Actions I need to take to achieve my goal:

People and/or resources that can help me achieve my goal:

FORM B: Growth Reflection

To be completed by the employee and turned in by May 17, 2019.

Name: _____ Position: _____

1. What were your major educational accomplishments this school year?
2. In what ways have you used data to inform instruction?
3. What did you contribute to the school/studio/iLEAD Schools beyond your regular duties this year?
4. In what ways have you grown professionally this year?
5. What are your personal improvement goals?

Please assess yourself in each area:

Circle one for each statement **and PROVIDE A COMMENT FOR EACH.**

1= needs improvement 2= some progress 3 = meets goals 4 = exceeds goals

1. Provided leadership to the school 1 2 3 4

Comment:

2. Project Based Learning 1 2 3 4

Comment:

3. Implementation of performance based assessments 1 2 3 4

Comment:

4. Community Involvement (boothings, chamber meetings, etc) 1 2 3 4

Comment:

5. Implementation of The 7 Habits 1 2 3 4

Comment:

6. Nurturing the iLEAD culture 1 2 3
4

Comment:

7.	Social/Emotional Learning	1	2	3	4
----	---------------------------	---	---	---	---

Comment:

8.	Home/School Communication	1	2	3	4
----	---------------------------	---	---	---	---

Comment:

9.	Team Collaboration	1	2	3	4
----	--------------------	---	---	---	---

Comment:

10.	Effectively used data to inform instruction	1	2	3	4
-----	---	---	---	---	---

Comment:

11.	Built capacity in others on your team	1	2	3	4
-----	---------------------------------------	---	---	---	---

Comment:

12..	Professional Development	1	2	3	4
------	--------------------------	---	---	---	---

List PD Activities beyond Site/Studio:

FORM C: Evaluation of Performance

To be completed prior to June 30, _____

Name of Evaluatee:

Position:

Date:

COMMENDATIONS:

(Description of those aspects for the individual's job performance which contribute to his/her effectiveness)

AREAS FOR CONTINUED GROWTH:

SPECIFIC ACTIONS TO IMPROVE PERFORMANCE:

(Identification of specific actions which should be taken to improve performance)

PROGRESS TOWARD VISION OF SCHOOL:

I have reviewed and discussed this appraisal with my evaluator:

Name: _____
(please print)

(please print)

(please sign)

(please sign)

Date

Date

Attachment 19



InSite
Educational Facility Services

January 8, 2019

701 Niles LLC
David Matthews
121 S Niles Avenue
South Bend, IN 46617

RE: Lease of 701 North Niles Avenue, South Bend, Indiana 46617

LETTER OF INTENT

Dear Mr. Matthews:

I am pleased to present the following Letter of Intent outlining the general terms and conditions in which iLEAD Schools, and/or Assignee would consider as the basis for a lease agreement with 701 Niles LLC for space within the above referenced property. The terms and conditions are as follows:

Location:	701 North Niles Avenue, South Bend, Indiana 46617 APN 71-08-01-328-003.000-026
Premises:	Approximately 10,155 square feet of education space depicted on Exhibit "A"
Shared Premises:	5,214 square feet of shared gym space
TENANT:	iLEAD Schools
USE:	Educational purposes and other uses reasonably ancillary thereto and any other lawful use. No other uses shall be permitted without Landlord's consent.
INITIAL LEASE TERM:	One (1) year
LEASE TYPE:	Full gross lease
OPTIONS:	As long as Tenant is not in default of the Lease, Tenant shall have Two (2) one-year options to extend the lease. All terms and conditions of the Lease shall apply to the option terms, including annual increases.
BASE RENT:	Minimum of \$7,000 per month, \$1,000 per student, or 15% of gross receipts, whichever is more.
BASE RENT INCREASE:	None

ADDITIONAL COSTS:	Tenant shall be responsible for janitorial within the education space and shared janitorial within the gym space.
CONTINGENCIES:	<p>Lease agreement shall be contingent ("Contingency Period") upon:</p> <ul style="list-style-type: none">(a) Tenant's review and inspection of the property.(b) Tenant, at Tenant's expense, shall have the right to hire a third-party inspection company to inspect the property and all building systems.(c) Review of the existing building warranties and representations.(d) Tenant shall have 45 days upon mutual execution of the Lease to complete all Contingency items.(e) Lease shall be contingency on Tenant receiving charter application approval.
TENANT OCCUPANCY:	Tenant shall take occupancy of the Premises on or before May 1, 2019, which Premises shall be delivered as vacant and free and clear of all liens and encumbrances and possessory rights and interests.
RENT COMMENCEMENT:	Rent Commencement shall begin on October 1, 2019, or the first day of the first month students attend.
TENANT IMPROVEMENT ALLOWANCE:	None.
TENANT IMPROVEMENTS:	Subject to Landlord approval, which approvals shall not be unreasonably withheld, Tenant shall be allowed to modify the Premises to meet the operational needs of a school.
MAINTENANCE & REPAIR:	Landlord shall be responsible for all maintenance and repairs with respect to the Premises during the Lease Term, including, without limitation, all plumbing, electrical and structural repairs required to maintain the School and Premises in good order, condition and repair.
LANDLORD FURNISHINGS:	The Lease shall include any furnishings owned by Landlord including, but not limited to desks, tables, chairs, fixtures, and equipment. Landlord and Tenant to mutually agree upon Landlord Furnishings.
TENANT FIXTURES:	Any equipment, be it outdoor or interior fixtures that are installed by the Tenant, shall remain the property of the

Tenant and shall not be considered a fixture improvement to the property.

**ASSIGNMENT/
SUBLETTING:**

Tenant shall not assign or transfer its interest in the Lease, or sublet the Premises, without Landlord's prior written consent which shall not be unreasonably withheld; provided, however, that the foregoing shall not prohibit Tenant from assigning the Lease or subleasing the Premises in whole to an entity which is controlling, controlled by or under common control with Tenant.

BROKER:

Landlord and Tenant each represent and warrant to the other that it has not dealt with, consulted, or contacted any real estate broker, agent or finder in connection with or in bringing about the leasing of the property other than InSite EFS, LLC by Benson Sainsbury (exclusively Tenant's Representative). Upon first payment by Tenant to Landlord, and Mutual Execution and removal of all contingencies of a Lease Agreement, Landlord shall pay a leasing fee to InSite EFS, LLC equal three (3%) percent of the initial Lease term. Should Tenant exercise a Purchase Option during or in the 2 years following the 1st term, InSite EFS, LLC shall be owed a fee equal to three (3%) percent of the total purchase price less the leasing fee amount paid to InSite EFS by Landlord.

LEASE FORM:

Landlord to provide Lease Agreement.

SIGNAGE:

Tenant may install signage as per Tenant's expense and specification, in and on the Premises to the maximum extent permitted by local law. Landlord will have the right to approve signage permanently mounted on the exterior of the Premises. Landlord's approval will not be unreasonably withheld.

BOARD APPROVAL:

Any Lease agreement shall be contingent upon Tenant receiving final approval from iLEAD Board of Directors. Board approval shall be finalized within forty-five (45) days from mutual agreement of terms set forth in the Letter of Intent.

This Letter of Intent is non-binding on either party until fully executed lease documents are exchanged by both parties and is further subject to final review and approval by Tenant's legal counsel and officers. If you are in general agreement with the terms and conditions herein, please indicate so with the appropriate signature below. This Letter of Intent shall expire if a signed copy, facsimile or otherwise, is not received at our office by XXXX Thank you in advance for your consideration. Please feel free to call me with any questions or comments.

Sincerely,

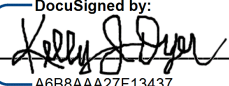
InSite EFS, LLC.



Benson P. Sainsbury
President

Agreed and accepted by Tenant:

iLEAD Schools

DocuSigned by:
By: 
A6B8AA27F13437...
Date: 1/24/2019

Agreed and accepted by Landlord:

701 Niles LLC

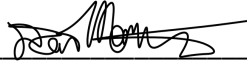
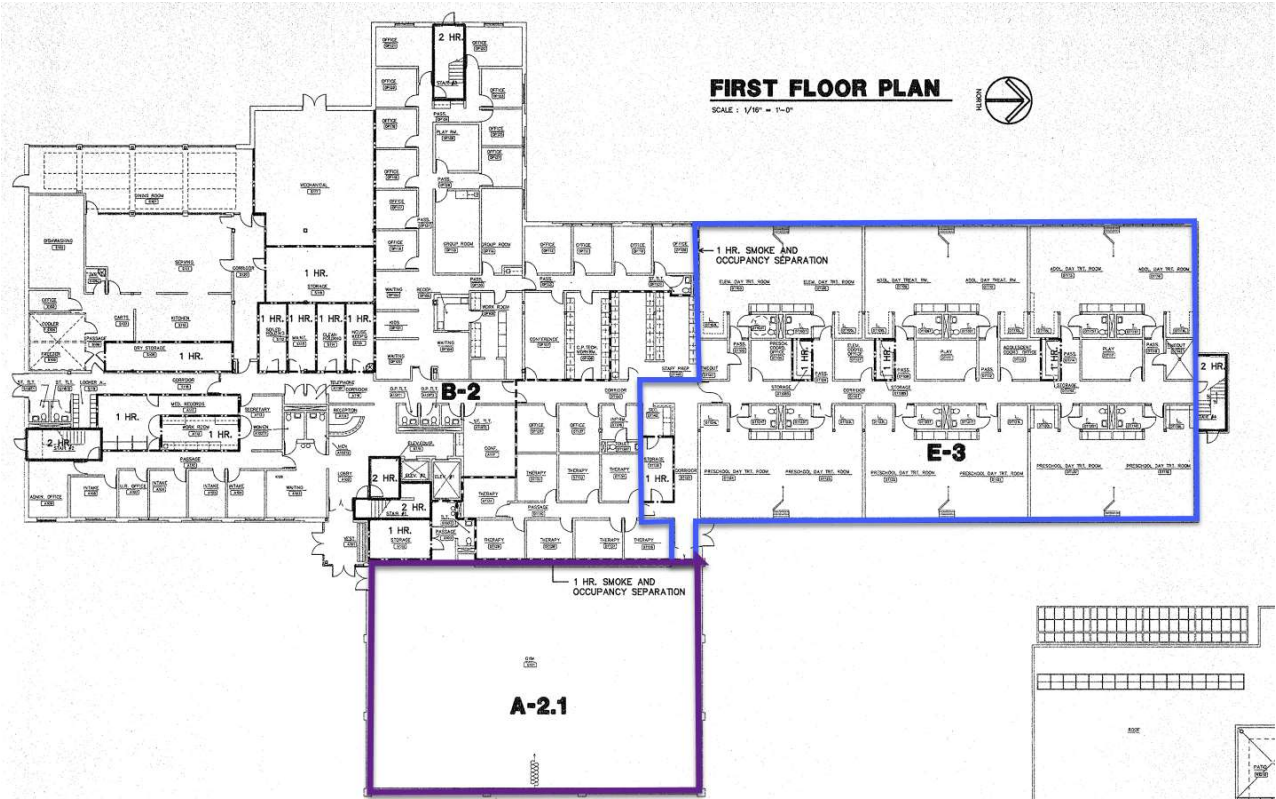
By: 
Date: 1/24/2019

Exhibit “A” Property Parcel



Attachment 20

Anticipated construction/renovation costs

Examples of a Learning Site Typical Design Concept Typical Floor plan for 10,000 to 15,000 sq. ft. (restrooms are based on occupancy, and may not be depicted in sample plan), this size space averages 6 to 10 Workshop and Collaboration Spaces plus common areas including restrooms and eating spaces. The iLEAD South Bend school is in process to secure a lease facility for the first learning site. Based on enrollment projections over the first three years, approximately 10,000 to 13,000 square feet will be required for year one to serve 200 site based learners, with the ability to expand to about 30,000 square feet in possibly multiple locations by the fifth year to serve 488 learners. These figures are based approximately on 50 square feet per learner, which the development team has determined through an analysis of the types of spaces required for its program.

The desired facility will be well-suited to the mission of educating the whole person, with spaces that accommodate the diverse curricular offerings in the arts, sciences, physical education, and outdoor learning. Based on the scope of operation and enrollment projections, the facility will have at least 10 to 12 learning spaces, Administrative space, Learner Support spaces, and outdoor space for breaks and a small garden. Learning space sizes will allow enrollment in each grade and section as planned while maintaining the target learner-facilitator ratios. Included in the learning spaces count are areas dedicated for science, art, and music as well as academic intervention, which is so central to the educational model and critical for preparing all learners for success in college and career. These spaces will allow the new school to offer full curriculum across all grades in the first year. As additional learners are added in the following years, additional space will be needed. The facility will not require a full commercial kitchen.

Attachment 21

Start Up Plan

a. Start-up Costs:

Funding: During the Pre-Operational year iLEAD will cover costs related to application writing and approval, governance, marketing & community outreach and recruitment & selection of a school leader. iLEAD will recoup certain start-up expenses including those related to marketing/advertising. In year 1 of operation, iLEAD will defer their fees by 45% for repayment in years 3-5.

The five-year planning budget created for iLEAD South Bend School shows enrollment, and consequently revenue, building incrementally. This is intentional and methodical, predicated on the goal of building a strong, cohesive school culture and sense of family with a core group of learners. This plan also allows us to build each grade level cluster with cohorts of learners that move through the grades, which also supports strong school culture and sense of ownership on the part of the learners and families. In SBCS first year of operation, it will open with an enrollment goal of 200 learners in grades K-5, 9. Each subsequent year, the program will increase capacity, adding an additional grade level to allow learners to grow and remain at the school.

Base revenue for Year 1 is \$9,687 per learner, with \$101,948 allocated for learners receiving special education services. iLEAD South Bend anticipates opening school with an enrollment of 200, with 1 class of 25 learners in each grade K-5 & 9th grade. Average Daily Attendance estimated at 97%. Special Education learners are estimated at 15% of school enrollment. Revenue from these sources accrues to \$ 1,937,400 for base funding and \$101,948 for special education learners, totaling \$1,835,452

- b. Speech and language therapy, occupational therapy, and physical therapy will be provided to eligible students to meet their IEP needs. Typical rates for therapy range from \$90-110/hr. We will seek input from the sponsor and Indiana Department of Education for recommendations of agencies with which to partner to offer outstanding support to our learners with special needs.
- c. Facility, Furniture & Equipment: In South Bend Charter School first year facilities' budget, the plan is to spend up to 11% of base revenue on rent—i.e. about \$201,909 in the first year. Depending on lease terms, the anticipated cost is \$10 to \$24 per square foot per year for rent and \$1.75 to \$2.25 per square foot for utilities.
- d. The cost to procure all required furniture, fixtures and equipment, including textbooks and computers, will most likely be financed over the first few years of operation. In most cases, it makes more economic sense for South Bend Charter School to finance these costs rather than paying for them in advance. However, it is possible that grant money will be used for this purpose. When SBCS has a healthy surplus >5%, it will start to reinvest into

instructional materials, furniture, computers and other items needed to continue delivering the educational program outlined in this charter petition.

- e. Other Sources of Revenue: Community and family fundraising for learner enrichment programs not only supports the school but creates a true sense of ownership and pride among the stakeholders. It is anticipated that \$20,000 will be generated through various fundraising activities held locally and through the iLEAD Foundation annually. South Bend Charter School plans to apply for the Federal Implementation Grant as well as other grants available to non-profit charter school operators.
- f. Contracted Services: Back office services will be provided by iLEAD Schools Development ESP, and include accounting procedures and software, financial support and oversight, staff development, staff recruitment, student recruitment materials, governing board staff development and reporting procedures, etc., at an initial cost of 15% of base revenue. This oversight fee includes the consulting fee for Massa Financial Solutions, LLC, who already services iLEAD Spring Meadows effectively. Based on this recommendation, South Bend Charter will also utilize this Ohio based company for financial services. Estimated cost for auditing services is \$7,000, which is covered by the CMO fee. Group Insurance is procured through CMO, thus budget impact for SBCS is estimated to amount to \$12,000 for all insurance.

Attachment 22

Insurance Requirements

Contingent upon application approval and subject to the requirements of the insurance underwriter, Ball State University as the Authorizer, and Indiana state law, iLEAD South Bend will apply, as applicable, for the following coverages: worker's compensation, liability, property, indemnity, directors and officers, automobile, and any other necessary coverages of the types and in the amounts required for an enterprise of similar purpose and circumstance.. Prior to opening, iLEAD South Bend shall provide evidence of the above insurance coverage to the District. The financial statements provided include the estimated costs of necessary insurance.

iLEAD South Bend shall secure and maintain, as a minimum, insurance as set forth below with insurance carriers acceptable to the Indiana Department of Insurance in order to protect iLEAD South Bend from claims which may arise from its operations.

It shall be the Charter School's responsibility, not the authorizer, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

iLEAD South Bend insurance will be procured through iLEAD Schools Development and iLEAD South Bend will have access to the following coverages at or above the minimum limits, or as required by the authorizer or Indiana State Law:

1. Workers' Compensation Insurance in accordance with provisions of the Indiana Labor Code, adequate to protect iLEAD South Bend from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000.
2. Commercial General Liability coverage of not less than \$1,000,000 for each occurrence and \$2,000,000 in annual aggregate. The policy shall be endorsed to name the authorizer as named additional insured and shall provide specifically that any insurance carried by the authorizer which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no self-insured retention above \$25,000.
3. Real and personal property insurance covering all of the School's real and personal property, whether owned or leased, at replacement value.
4. Commercial Auto Liability coverage with limits of \$1,000,000 per occurrence for bodily injury and property damage. Medical payments of not less than \$5,000 per person per occurrence. Uninsured and underinsured motorist coverage with a limit of not less than \$1,000,000 per occurrence. And property damage coverage with a limit of not less than \$50,000 per occurrence.
5. Fidelity Bond coverage shall be maintained by iLEAD South Bend to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

6. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$1,000,000 per occurrence.

7. Excess/umbrella insurance with limits of not less than \$10,000,000. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the authorizer as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance primary despite any conflicting provisions in the Charter School's policy.

8. Liability insurance covering the school and its directors and officers from liability claims for wrongful acts, errors, and omissions with regard to the conduct of their duties related to the operation of the school with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate.



iLEAD Schools Development – 2018 to 2019 Schedule of Insurance

Carrier	Effective Dates	Policy Number	Deductible(s)	Coverage Type	Limits
United States Fire Insurance Co.	07/01/2018 to 07/01/2019	US 1090645	\$25,000	AD&D (Catastrophic Accident)	\$5,000,000 Maximum Benefit \$10,000 AD&D
United States Fire Insurance Co.	07/01/2018 to 07/01/2019	US 1068879	Nil	AD&D (Accident)	\$25,000 Medical \$15,000 AD&D
Underwriters at Lloyd's, London	07/01/2018 to 07/01/2019	UC11518394.17-99	\$10,000 Per Occurrence	Crime	\$1,000,000 Per Occurrence
Underwriters at Lloyd's, London	07/01/2018 to 07/01/2019	CYB-P-50132345	\$10,000	Cyber Liability	\$1,000,000 Each & Every Claim \$1,000,000 Policy Aggregate
United Educators Ins.	07/01/2018 to 07/01/2019	Z76-51I	N/A	General Liability / Sexual Molestation	\$1,000,000 Each Occurrence \$3,000,000 Policy Aggregate
United Educators Ins.	07/01/2018 to 07/01/2019	Z76-51I	\$15,000 Each Claim, incl. D&O & EPL \$2,500 Each Claim, FL	Directors and Officers Liability Employment Practices Liability Fiduciary Liability	\$1,000,000 Each Claim \$1,000,000 Policy Aggregate
United Educators Ins	07/01/2018 to 07/01/2019	S50-86E	N/A	Excess Liability	\$25,000,000 Each Event \$25,000,000 Policy Aggregate
Philadelphia Indemnity Ins. Co.	07/01/2018 to 07/01/2019	PHPK1846351	\$2,500	Business Personal Property	\$3,283,782
			72 Hours	Business Income with Extra Expense	\$6,666,665
			\$500 Comp. / \$1,000 Coll.	Auto, incl. Hired / Non-Owned	\$1,000,000 Auto Liability
Technology Ins. Co. Inc.	07/01/2018 to 07/01/2019	TWC3730003	N/A	Workers Compensation (AOS)	\$1,000,000/1,000,000/1,000,000
Security National Ins. Co.	07/01/2018 to 07/01/2019	SWC1203145	N/A	Workers Compensation (CA)	\$1,000,000/1,000,000/1,000,000



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/15/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc. LIC #0726293 505 N Brand Boulevard Suite 600 Glendale CA 91203	CONTACT NAME: Pamela Rubin-Knudsen PHONE (A/C, No, Ext): 310 566 0122 E-MAIL ADDRESS: Pamela_RubinKnudsen@aig.com FAX (A/C, No): 310 393 7186
INSURED iLEAD Schools Development 28060 Hasley Canyon Rd. Castaic, CA 91384	INSURER(S) AFFORDING COVERAGE INSURER A: United Educators Ins INSURER B: Philadelphia Insurance Company INSURER C: Security National Insurance Company INSURER D: Technology Insurance Company, Inc INSURER E: INSURER F:

COVERAGES**CERTIFICATE NUMBER:** 1277841337**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			Z76-511	7/1/2018	7/1/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Employee Benefits \$ 1,000,000
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK1846351	7/1/2018	7/1/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			S50-86E	7/1/2018	7/1/2019	EACH OCCURRENCE \$ 25,000,000 AGGREGATE \$ 25,000,000 \$
C D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	SWC1203145 TWC3730003	7/1/2018 7/1/2018	7/1/2019 7/1/2019	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	Blanket Business Personal Property Employee Dishonesty			PHPK1846351	7/1/2018	7/1/2019	\$3,354,554 Special form \$2,500 Ded

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Evidence Only

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Attachment 23 - iLEAD South Bend 5 Year Budget

REVENUE

Local Sources	Y0	Y1	Y2	Y3	Y4	Y5
Private Sources (Contributions)		\$20,000	\$35,000	\$40,000	\$45,000	\$60,000
Subtotal		\$20,000	\$35,000	\$40,000	\$45,000	\$60,000
State Sources						
Unrestricted-Direct		\$1,127,422	\$1,449,542	\$1,932,723	\$2,415,904	\$2,899,085
Restricted-Direct		\$48,300	\$62,100	\$82,800	\$103,500	\$124,200
Subtotal		\$1,175,722	\$1,511,642	\$2,015,523	\$2,519,404	\$3,023,285
Federal Sources						
Restricted-Direct						
Restricted-State Pass-Thru		\$141,750	\$182,250	\$243,000	\$303,750	\$303,750
Subtotal		\$141,750	\$182,250	\$243,000	\$303,750	\$303,750
Incoming Transfers and Other Transactions						
Miscellaneous	\$36,500	\$63,500				
Subtotal	\$36,500	\$63,500	\$0	\$0	\$0	\$0
Total Revenue	\$36,500	\$1,400,972	\$1,728,892	\$2,298,523	\$2,868,154	\$3,387,035

EXPENDITURES

Instructional Expenditures						
Teacher Salaries		\$266,000	\$348,840	\$474,422	\$604,889	\$740,384
Aide Salaries		\$25,200	\$25,704	\$26,218	\$26,742	\$27,277
Employee Insurance (Total)		\$73,440	\$86,078	\$112,045	\$143,818	\$167,126
Mandatory Coverage (Total)		\$43,227	\$51,715	\$70,645	\$86,999	\$102,422
Purchased Services-Substitute Salaries		\$3,675	\$4,725	\$6,300	\$1,050	\$9,450
Workshops and Conferences		\$3,000	\$3,450	\$4,400	\$5,500	\$6,200
Technology Lease		\$15,380	\$15,380	\$15,380	\$15,380	\$15,380
Teaching Supplies		\$13,125	\$16,875	\$22,500	\$28,125	\$33,750
Textbooks		\$13,125	\$16,875	\$22,500	\$28,125	\$33,750
Miscellaneous Supplies		\$5,250	\$6,750	\$9,000	\$11,250	\$13,500
Capital Outlay-Equipment & Furniture		\$10,000	\$10,000	\$5,000	\$5,000	\$5,000
Dues and Fees		\$270	\$311	\$396	\$495	\$558
Subtotal	\$0	\$471,692	\$586,703	\$768,806	\$957,372	\$1,154,796
Teacher Salaries		\$38,000	\$38,760	\$39,535	\$80,652	\$82,265
Aide Salaries		\$21,000	\$21,420	\$21,848	\$33,428	\$34,097
Employee Insurance (Total)		\$9,180	\$9,364	\$12,734	\$19,484	\$19,873
Mandatory Coverage (Total)		\$5,871	\$5,988	\$6,108	\$11,351	\$11,578
Purchased Services-Substitute Salaries		\$3,675	\$4,725	\$6,300	\$7,875	\$9,450
Other Purchased Services		\$25,200	\$32,400	\$43,200	\$54,000	\$64,800
Miscellaneous Supplies		\$1,050	\$1,350	\$1,800	\$2,250	\$2,700
Subtotal	\$0	\$103,976	\$114,007	\$131,526	\$209,040	\$224,763
Student Services						
Health Services		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Psychological Services		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Speech Pathology and Audiology Services		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Other Pupil Services				\$28,611	\$58,366	\$59,534
Subtotal	\$0	\$35,000	\$35,000	\$63,611	\$93,366	\$94,534
Improvement of Instruction		\$19,000	\$19,380	\$39,535	\$40,326	\$41,132
Instruction Related Technology		\$2,884	\$2,884	\$2,884	\$2,884	\$2,884
Academic Student Assessment		\$4,375	\$5,625	\$7,500	\$9,375	\$11,250
Subtotal	\$0	\$26,259	\$27,889	\$49,919	\$52,585	\$55,266
General Administration						
Legal Services		\$5,000	\$8,000	\$10,000	\$10,000	\$10,000
Workshops and Conferences		\$500	\$500	\$500	\$500	\$500
Advertising	\$5,000	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000
Mandatory Coverage (Total) (401k contribution)		\$20,160	\$23,844	\$31,734	\$40,434	\$46,752
ESP Management Services		\$115,580	\$258,584	\$376,300	\$462,495	\$589,577
District Oversight Fee (3% of Basic Tuition Support)		\$28,098	\$36,126	\$48,168	\$60,210	\$72,252
Dues and Fees		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Subtotal	\$5,000	\$176,338	\$332,053	\$471,703	\$578,639	\$724,081
Principal Salaries	\$21,000	\$84,000	\$85,680	\$87,394	\$89,141	\$90,924
Secretary Salaries	\$10,500	\$42,000	\$42,840	\$57,482	\$58,632	\$74,147
Employee Insurance (Total)		\$6,120	\$6,120	\$9,180	\$9,180	\$12,240
Technology Lease		\$961	\$961	\$961	\$961	\$961
Subtotal	\$31,500	\$133,081	\$135,601	\$155,017	\$157,914	\$178,272

Fiscal Services						
Errors and Omissions Insurance		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Subtotal	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Operations & Maintenance						
Custodian Salaries		\$8,800	\$13,464	\$18,311	\$18,677	\$19,051
Employee Insurance (Total)		\$3,060	\$6,120	\$6,120	\$6,120	\$6,120
Mandatory Coverage (Total)		\$1,051	\$1,608	\$2,186	\$2,230	\$2,297
Other Purchased Services		\$141,750	\$182,250	\$243,000	\$303,750	\$303,750
Telephone		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Other Utility Services		\$0	\$0	\$0	\$0	\$0
Property and Liability Insurance		\$9,000	\$9,180	\$9,364	\$9,551	\$9,742
Building Repairs and Maintenance		\$0	\$0	\$0	\$0	\$0
Building Rental		\$175,000	\$225,000	\$300,000	\$375,000	\$450,000
Subtotal	\$0	\$340,661	\$439,622	\$580,981	\$717,328	\$792,960
Pupil Transportation		\$3,500	\$4,500	\$6,000	\$7,500	\$9,000
Subtotal		\$3,500	\$4,500	\$6,000	\$7,500	\$9,000
Principal Payments		\$50,000	\$0	\$0	\$0	\$50,000
Interest Payments		\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$50,000	\$0	\$0	\$0	\$50,000
TOTAL EXPENSES	\$36,500	\$1,343,506	\$1,678,374	\$2,230,563	\$2,776,745	\$3,286,672
Ending Balance (Annual)	\$0	\$57,466	\$50,518	\$67,960	\$91,409	\$100,362
Annual Surplus	0.00%	4.28%	3.01%	3.05%	3.29%	3.05%
Overall Balance	\$0	\$57,466	\$107,984	\$175,944	\$267,353	\$367,715
Reserve	0.00%	4.28%	6.43%	7.89%	9.63%	11.19%

Attachment 23

Enrollment Assumptions

	ENROLLMENT ASSUMPTIONS				
	2019/20	2020/21	2021/22	2022/23	2023/24
Grade Level: Enrollment	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	25	25	25	25	50
1st	25	25	25	25	25
2nd	25	25	25	25	25
3rd	25	25	25	25	25
4th	25	25	25	25	25
5th	25	25	25	25	25
6th		25	25	25	25
7th			25	25	25
8th				25	25
9th	25	25	50	50	75
10th		25	25	50	50
11th			25	25	50
12th				25	25
Total Target Enrollment	175	225	300	375	450
Target ADA %	97%	97%	97%	97%	97%
Enrollment Increase (over PY) -		22%	25%	20%	17%

Attachment 23 – Staffing Assumptions

	Staffing Assumptions					Salary Assumptions (per FTE)				
	2019/20	2020/21	2021/22	2022/23	2023/24	2019/20	2020/21	2021/22	2022/23	2023/24
Staff FTES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
School Leadership - Director	1.0	1.0	1.0	1.0	1.0	\$84,000	\$85,680	\$87,394	\$89,141	\$90,924
Leadership Resident	0.0	0.0	0.0	0.0	0.0	\$65,000	\$66,300	\$67,626	\$68,979	\$70,358
Officer / Registrar / Front Desk	1.0	1.0	1.0	1.0	1.0	\$42,000	\$42,840	\$43,697	\$44,571	\$45,462
Administrative Support	0.0	0.0	0.5	1.0	1.0	\$26,500	\$27,030	\$27,571	\$28,122	\$28,684
Student Support Coordinator	0.0	0.0	0.5	1.0	1.0	\$55,000	\$56,100	\$57,222	\$58,366	\$59,534
Custodial (\$10/hour)	0.5	0.8	1.0	1.0	1.0	\$17,600	\$17,952	\$18,311	\$18,677	\$19,051
Facilitators (Teachers) (Teacher:Student Ratio 1:25)	7.0	9.0	12.0	15.0	18.0	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
Special Education Teacher	1.0	1.0	1.0	2.0	2.0	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
Exploratorium Teacher / Maker	0.5	0.5	1.0	1.0	1.0	\$38,000	\$38,760	\$39,535	\$40,326	\$41,132
CARE Team - SPED \$10 @ 6 hours per day	2.0	2.0	3.0	3.0	3.0	\$10,500	\$10,710	\$10,924	\$11,143	\$11,366
CARE Team - General	2.0	2.0	3.0	3.0	3.0	\$12,600	\$12,852	\$13,109	\$13,371	\$13,639
Total FTE	15.0	17.3	24.0	29.0	32.0					

Attachment 23 – Technology Budget Assumptions

Item Description	Quantity	Cost Per Unit	Total
Infrastructure			
Baracuda Firewall	1	\$2,000	\$2,000
Cisco Core Switch 3650	1	\$3,560	\$3,560
Cisco POE Switch	3	\$2,300	\$6,900
Access Points	15	\$800	\$12,000
Allowance for Cabe Pulls			\$0
Configure Firewall/Switches	7	\$175	\$1,225
Allowance for Racks/Cables/Patch Panels			
Cellular Back-Up Installation for Alarm			\$0
Alarm System			\$0
Subtotal Infrastructure			\$20,125
Technology Devices			
Staff Laptops (purchased in 5-packs)	15	\$1,200	\$18,000
Macbook Air Cart (30 11" MacAirs on Charging Cart)	1	\$30,000	\$30,000
iPad Cart (30 iPads on Charging/Sync Cart)	1	\$15,000	
Chromebook Carts (30 devices on Charging Cart)	2	\$8,000	\$16,000
65" Monitors	10	\$1,000	
Copiers			\$0
Printers/Fax Machines	5	\$600	\$3,000
Scanners	2	\$400	\$800
MS Office Licenses	10	\$60	\$600
Misc Allowance for Adaptors/Keyboards/Etc	1	\$7,600	\$7,600
Subtotal Technology Devices			\$76,000
Budget Allocation			
Total Infrastructure	\$20,125		
Total Technology	\$76,000		
Basic Program - Instruction	80%	\$76,900	
Instructional Staff	15%	\$14,419	
Administration	5%	\$4,806	

Attachment 24

Detailed Budget Narrative

a. Per-Pupil Revenue

The five-year planning budget created for iLEAD South Bend shows enrollment, and consequently revenue, building incrementally. This is intentional and methodical, predicated on the goal of building a strong, cohesive school culture and sense of family with a core group of learners. This plan also allows us to build each grade level cluster with cohorts of learners that move through the grades, which also supports strong school culture and sense of ownership on the part of the learners and families. In iLEAD South Bend's first year of operation, it will open with an enrollment goal of 150 learners in grades K-5 and 25 in grade 9. Each subsequent year, the program will increase capacity, adding an additional grade level to allow learners to grow and remain at the school.

Revenue from basic and complexity grants for Year 1 is \$6,718 per learner, with \$2,300 additional allocated for learners receiving special education services. iLEAD South Bend anticipates opening school with an enrollment of 175 learners, with 1 class of 25 learners in each grade K-5 & 9th grade. Average Daily Attendance estimated at 97%. Special Education learners are estimated at 12% of school enrollment. Revenue from these sources accrues to \$1,127,422 for per pupil funding and \$48,300 for special education learners, totaling \$1,175,722. The National School Lunch Program funds are shown as pass-through revenue, and expenses are reflected as other purchased services. The school will contract with a local food service vendor, and the iSD fee covers technical assistance with school lunch program.

Anticipated Funding Sources:

iLEAD South Bend plans to apply for the Federal Implementation Grant as well as other grants available to non-profit charter school operators. iLEAD School Development is willing to loan up to \$100,000 for startup costs to offset any funds in excess of any startup grants received. Repayment of loan principal will occur over the first 5 years.

Community and family fundraising for learner enrichment programs not only supports the school but creates a true sense of ownership and pride among the stakeholders. It is anticipated that \$20,000 will be generated through various fundraising activities held locally and through the iLEAD Foundation annually.

b. Contingency Planning

iLEAD South Bend has a number of contingency plans in place, as well as made conservative assumptions on spending. Many of the variable costs will fluctuate with revenue from enrollment. Preceding year 1, iLEAD Schools Development will cover costs related to application writing and approval, governance, marketing & community outreach, and recruitment & selection of a school leader. iLEAD will recoup certain start-up expenses including those related to marketing/advertising. In year 1 of operation, iLEAD will defer their fees by 45% for repayment in years 3-5.

The \$100,000 loan from iLEAD School Development (ISD) is contingent on funds not received from federal and local grants. The ISD loan is available as a one-time or revolving line of credit. Reduced borrowing will alleviate principal repayments and free up funds to expand as enrollment grows.

In iLEAD South Bend's first year facilities' budget, the plan is to spend the higher of 15% of base revenue, \$1,000 per learner, or \$84,000 on rent—i.e. about \$175,000 in the first year. This aligns with the letter of intent for a full gross lease of an educational facility in South Bend (see attached Letter of Intent). This includes 10,155 square feet for learners and an additional 5,214 shared gym space and most if not all furnishings. The facility expenditure will grow with increased revenue. This type of agreement is beneficial for iLEAD South Bend because it starts with lower fixed costs and increases with proportional enrollment.

The cost to procure all required fixtures and equipment, including textbooks and computers, will most likely be financed over the first few years of operation. In most cases, it makes more economic sense for iLEAD South Bend to finance these costs rather than paying for them in advance. However, it is possible that grant money will be used for this purpose. When iLEAD South Bend has a healthy surplus >5%, it will start to reinvest into instructional materials, fixtures, computers and other items needed to continue delivering the educational program outlined in this charter petition.

c. Year 1 Cash Flow Contingency Planning

iLEAD South Bend will manage cash flow such that reserve funds are greater than or equal to 5% with a yearly surplus of 2% or greater. If there are cash flow restrictions in year 1, iLEAD South Bend will seek to lengthening repayment terms of the ISD loan or delay payment of CMO fees. Delaying repayment of the ISD loan or drawing on the line of credit up to the maximum are ways that iLEAD South Bend can remain cash flow positive during year 1. Delaying CMO fees can free up to approximately \$107,000 of expenditures in year 1 to cover anything from instructional costs to payroll.

Attachment 25:

The chart below lists the performance data on the California SBAC assessment for each of the charters managed by iLEAD School Development.

iLEAD Managed Schools									
SBAC Change Over Time 2015-2018									
Percentage of Learners Who Met or Exceeded Standards									
SCVi SBAC Math					SCVi SBAC ELA				
Grade	2015	2016	2017	2018	Grade	2015	2016	2017	2018
3	12%	16%	22%	32.3%	3	19%	22%	39%	37.1%
4	22%	15%	21%	27.5%	4	30%	24%	23%	49.1%
5	12%	11%	12%	20.7%	5	39%	27%	19%	31.0%
6	26%	27%	35%	30.4%	6	39%	54%	49%	51.4%
7	30%	44%	43%	29.4%	7	43%	52%	52%	52.5%
8	25%	26%	29%	30.7%	8	43%	50%	55%	63.5%
11	30%	13%	17%	21.9%	11	32%	44%	58%	55.5%
Total	23%	23%	26.4%	27.8%	Total	35%	40%	43%	49.7%
iLEAD Hybrid SBAC Math					iLEAD Hybrid SBAC ELA				
Grade	2016	2017	2018		Grade	2016	2017	2018	
3	24%	25%	29%		3	31%	22%	35%	
4	25%	21%	24%		4	40%	42%	35%	

5	27%	19%	28%	5	55%	42%	46%
6	21%	30%	33%	6	40%	46%	47%
7	33%	27%	40%	7	50%	47%	59%
8	27%	24%	25%	8	46%	54%	53%
11	39%	30%	25%	11	74%	79%	65%
Total	27%	24.7%	29.1%	Total	46%	45.4%	46.9%
iLEAD Exploration SBAC Math				iLEAD Exploration SBAC ELA			
Grade	2016n=106	2017n=419	2018n=580	Grade	2016n=104	2017n=434	2018n=595
3	40%	41.3%	32.4%	3	58%	36.9%	43.4%
4	34%	20.6%	32.0%	4	44%	46.1%	44.5%
5	26%	23.9%	24.5%	5	77%	48.7%	42.9%
6	43%	33.8%	39.3%	6	52%	50.0%	51.6%
7	44%	33.8%	35.9%	7	56%	51.5%	60.6%
8	34%	30.9%	29.1%	8	67%	58.2%	53.8%
11	100%	7.7%	19.1%	11	100%	61.5%	52.2%
Total	38%	29.8%	31.7%	Total	61%	48.4%	49.3%
iLEAD Noho SBAC Math				iLEAD Noho SBAC Math			
Grade	2016	2017	2018	Grade	2016	2017	2018

11	39%	33.3%	29%	11	73%	81.6%	71%
iLEAD Encino SBAC Math				iLEAD Encino SBAC ELA			
Grade	2016	2017	2018	Grade	2016	2017	2018
3	39%	28%	58.6%	3	52%	28%	58.6%
4	33%	42%	35.3%	4	62%	68%	52.0%
5	38%	24%	51.7%	5	65%	55%	76.7%
6	22%	44%	50.9%	6	44%	67%	71.6%
7	46%	32%	64.0%	7	59%	58%	78.8%
8	32%	35%	34.0%	8	62%	74%	67.3%
Total	35%	34.7%	49.2%	Total	58%	61.3%	69.1%
State of California				State of California			
2015	2016	2017	2018	2015	2016	2017	2018
33%	37%	37.6%	TBD	44%	49%	48.6%	TBD

Attachment 26 and 27: Not applicable

Attachment 28

Audited Financial Statements

iLEAD Schools Development

Balance Sheet

iLEAD Schools Development

As of 6/30/2015

	Current Year
ASSETS	
Current Assets	
Cash	
iLEAD Schools Development (Main)	75,810.04
Total Cash	75,810.04
Accounts Receivable	
AR - Other/Miscellaneous	34,000.00
AR - Due to/from SCVi	(94,814.03)
AR - Due to/from iLEAD Lancaster	(35,710.22)
AR - Due to/from iLEAD Innovation Studios	96,726.79
Total Accounts Receivable	202.54
Total Current Assets	76,012.58
Other Assets	
Prepaid Expenditures (Expenses)	13,027.60
Total Other Assets	13,027.60
Total ASSETS	89,040.18
LIABILITIES	
Current Liabilities	
Accounts Payable (Main)	202,398.03
Employee Benefits Payable	(1,653.66)
Total Current Liabilities	200,744.37
Total LIABILITIES	200,744.37
NET ASSETS	
Beginning Net Assets	(207,770.27)
Total Beginning Net Assets	(207,770.27)
Current Year Net Income	96,066.08
Total Current Year Net Income	96,066.08
Total NET ASSETS	(111,704.19)
LIABILITIES AND NET ASSETS	89,040.18

iLEAD Schools Development
Income Statement
000 - iLEAD Schools Development
From 7/1/2014 Through 6/30/2015

	Current Year Actual	
Revenue		
Other Revenue		
Oversite Income	1,463,527.20	8680
Benefits Management/Administration Income	654,199.44	8681
Fees & Contracts - Coaching/Training/Devl	110,800.00	8689
Misc Local Income	8,252.00	8690
Total Other Revenue	<u>2,236,778.64</u>	
Total Revenue	<u>2,236,778.64</u>	
Expenditures		
Classified Salaries		
Classified Directors	169,913.54	2310
Classified Office Support (Business, Reception, Support, etc)	<u>370,850.67</u>	2410
Total Classified Salaries	540,764.21	
Employee Benefits		
OASDI (Social Security) - classified positions	32,737.89	3302
Medicare - Classified	7,656.48	3312
Health & Welfare Benefits - certificated positions	6,023.91	3401
Health & Welfare Benefits - classified positions	35,244.63	3402
State Unemployment Insurance - classified positions	5,809.29	3502
Federal Unemployment Insurance - classified positions	342.86	3504
Worker Compensation Insurance - certificated positions	2,500.67	3601
Worker Compensation Insurance - classified positions	<u>7,117.36</u>	3602
Total Employee Benefits	97,433.09	
Books and Supplies		
Professional Development References	2,009.85	4210
Other Books & References	386.57	4220
Office Supplies	3,078.55	4340
Printing & Reproduction Supplies	2,078.41	4345
NonClassroom Furniture & Equipment	3,318.19	4420
IT Equipment & Supplies	<u>1,504.24</u>	4430
Total Books and Supplies	12,375.81	
Services and Operating Exenditures		
Travel for PD, Conferences, & School Development (Hotel, Airfare, Meals, Car Rental, etc)	64,725.05	5210
Travel for School/CMO Business - Mileage	3,131.53	5220
Professional Development - Conference & Workshop Registration Fees	24,477.08	5230
Professional Development - Meetings & Collaborations	5,282.80	5233
Professional Dues, Memberships, and Subscriptions	4,031.25	5310
Liability Insurance	15,231.30	5410
Utilities - Electricity	1,329.42	5510
Utilities - Water	1,241.35	5530
Rent - Facilities Rent and CAM Charges	24,984.00	5610
Rent - Storage	(100.00)	5620
Repairs & Maintenance - Facilities	4.08	5630
Professional Services - Business Services & Fees	23,394.50	5803
Professional Services - Auditing & Tax Preparation	23,935.00	5804
Professional Services - Payroll Fees	11,057.95	5805
Professional Services - Consultant Fees	306,779.15	5806
Professional Services - Legal Fees	35,059.20	5807
Professional Services - Benefits Management/Administration	584,695.21	5808

iLEAD Schools Development
Income Statement
000 - iLEAD Schools Development
From 7/1/2014 Through 6/30/2015

	Current Year Actual	
Professional Services - Shared/Leased Employees	191,691.63	5809
Operating Expenditures - Licenses & Other Fees	1,267.00	5822
Operating Expenditures - Banking Charges & Fees	2,334.45	5825
Operating Expenditures - Interest	9,670.95	5826
Operating Expenditures - Staff Recruitment	3,166.71	5828
Operating Expenditures - Events	20,416.04	5829
Operating Expenditures - Marketing & Advertising	36,328.75	5830
Operating Expenditures - Branding (Brochures, Flyers, etc)	58,430.53	5831
Student Services Expenditures - Student Information System	7,885.47	5850
Telephone, Internet, & Fax	2,478.02	5910
Cell Phones	1,238.26	5915
Website/Communication Fees	23,787.35	5925
Postage Expense	2,185.42	5940
Total Services and Operating Exenditures	<u>1,490,139.45</u>	
Total Expenditures	<u>2,140,712.56</u>	
Net Income	<u><u>96,066.08</u></u>	

iLEAD Schools Development

Balance Sheet

iLEAD Schools Development

As of 6/30/2016

	<u>Current Year</u>
ASSETS	
Current Assets	
Cash	
iLEAD Schools Development (Main)	19,351.69
Total Cash	<u>19,351.69</u>
Accounts Receivable	
AR - Other/Miscellaneous	20,364.91
AR - Due to/from SCVi	493,817.21
AR - Due to/from iLEAD Lancaster	(62,638.40)
AR - Due to/from iLEAD Hybrid	239,205.30
AR - Due to/from iLEAD Ohio	<u>53,566.65</u>
Total Accounts Receivable	<u>744,315.67</u>
Total Current Assets	<u>763,667.36</u>
Fixed Assets	
Buildings	35,585.80
Accumulated Depreciation - Buildings	(8,758.62)
Equipment	84,069.47
Accumulated Depreciation - Equipment	<u>(14,011.58)</u>
Total Fixed Assets	<u>96,885.07</u>
Other Assets	
Prepaid Expenditures (Expenses)	49,923.65
Deposits	<u>5,000.00</u>
Total Other Assets	<u>54,923.65</u>
Total ASSETS	<u><u>915,476.08</u></u>
LIABILITIES	
Current Liabilities	
Accounts Payable (Main)	299,277.20
Accounts Payable (Other)	6,085.92
Payroll Liabilities	(821.26)
403b Payable	650.00
Use Tax Payable	<u>777.26</u>
Total Current Liabilities	<u>305,969.12</u>
Long Term Liabilities	
Long Term Liabilities (Other)	<u>63,881.26</u>
Total Long Term Liabilities	<u>63,881.26</u>
Total LIABILITIES	<u><u>369,850.38</u></u>
NET ASSETS	
Beginning Net Assets	
	<u>(111,704.19)</u>
Total Beginning Net Assets	<u>(111,704.19)</u>
Current Year Net Income	
	<u>657,329.89</u>
Total Current Year Net Income	<u>657,329.89</u>
Total NET ASSETS	<u><u>545,625.70</u></u>
LIABILITIES AND NET ASSETS	<u><u>915,476.08</u></u>

iLEAD Schools Development
Income Statement
000 - iLEAD Schools Development
From 7/1/2015 Through 6/30/2016

	Current Year Actual	
Revenue		
Other Revenue		
Nonresident Student Fees	2,160.00	8672
Central Office Management Income	4,671,552.43	8680
Benefits Management/Administration Income	1,661,768.60	8681
Start-Up Reimbursements	200,000.00	8682
Fees & Contracts - Coaching/Training/Devl	<u>3,600.00</u>	8689
Total Other Revenue	<u>6,539,081.03</u>	
Total Revenue	<u>6,539,081.03</u>	
Expenditures		
Classified Salaries		
Classified Office Support (Business, Reception, Support, etc)	<u>1,555,439.05</u>	2410
Total Classified Salaries	1,555,439.05	
Employee Benefits		
OASDI (Social Security) - classified positions	93,321.99	3302
Medicare - Classified	21,919.52	3312
Health & Welfare Benefits - classified positions	103,378.81	3402
State Unemployment Insurance - classified positions	19,088.89	3502
Worker Compensation Insurance - classified positions	<u>68,302.82</u>	3602
Total Employee Benefits	306,012.03	
Books and Supplies		
Professional Development References	1,880.25	4210
Other Books & References	702.15	4220
Educational Supplies (Classroom, Project, SpEd, Etc)	135.71	4305
Custodial Supplies	1,182.42	4325
Office Supplies	12,968.47	4340
Printing & Reproduction Supplies	5,118.21	4345
Spiritwear	4,463.24	4350
NonClassroom Furniture & Equipment	13,307.77	4420
IT Equipment & Supplies	<u>11,974.50</u>	4430
Total Books and Supplies	51,732.72	
Services and Operating Exenditures		
Travel for PD, Conferences, & School Development (Hotel, Airfare, Meals, Car Rental, etc)	162,100.37	5210
Travel for School/CMO Business - Mileage	11,932.20	5220
Professional Development - Conference & Workshop Registration Fees	67,755.65	5230
Professional Development - Meetings & Collaborations	20,952.27	5233
Professional Dues, Memberships, and Subscriptions	38,611.14	5310
Liability Insurance	1,643.11	5410
Utilities - Electricity	5,943.55	5510
Utilities - Gas	1,275.38	5520
Utilities - Water	2,749.07	5530
Operations - Janitorial Services	5,184.36	5550
Operations - Security	3,326.98	5560
Rent - Facilities Rent and CAM Charges	102,622.19	5610
Rent - Storage	925.59	5620
Repairs & Maintenance - Facilities	15,022.27	5630
Professional Services - District Oversight Fees	36.48	5802
Professional Services - Business Services & Fees	44,829.30	5803
Professional Services - Auditing & Tax Preparation	24,138.73	5804

iLEAD Schools Development
Income Statement
000 - iLEAD Schools Development
From 7/1/2015 Through 6/30/2016

	Current Year Actual	
Professional Services - Payroll Fees	75,181.42	5805
Professional Services - Consultant Fees	725,923.44	5806
Professional Services - Legal Fees	92,998.28	5807
Professional Services - Benefits Management/Administration	1,516,637.04	5808
Professional Services - Shared/Leased Employees	613,652.23	5809
Contra Account - Shared Employees Reimbursement	(11,617.25)	5810
Operating Expenditures - Licenses & Other Fees	6,801.07	5822
Operating Expenditures - Banking Charges & Fees	1,907.28	5825
Operating Expenditures - Interest	5,824.56	5826
Operating Expenditures - Staff Recruitment	10,660.58	5828
Operating Expenditures - Events	65,170.70	5829
Operating Expenditures - Marketing & Advertising	125,259.16	5830
Operating Expenditures - Branding (Brochures, Flyers, etc)	57,964.47	5831
Operating Expenditures - Prior Year Transactions	3,315.92	5840
Student Services Expenditures - Student Information System	10,000.00	5850
Student Services Expenditures - Student & Group Activities	193.73	5853
Telephone, Internet, & Fax	11,135.86	5910
Cell Phones	5,575.33	5915
Internet Services	18,807.32	5920
Website/Communication Fees	95,635.76	5925
Postage Expense	5,721.60	5940
Total Services and Operating Exenditures	<u>3,945,797.14</u>	
Total Expenditures	<u>5,858,980.94</u>	
Capital Outlay		
Depreciation Expense	<u>22,770.20</u>	6900
Total Capital Outlay	<u>22,770.20</u>	
Net Income	<u><u>657,329.89</u></u>	

iLEAD SCHOOLS DEVELOPMENT

**Independent Auditor's Report and
Consolidated Financial Statements
For the Year Ended
June 30, 2017**

Consolidated With:

Santa Clarita Valley International School operating
Santa Clarita Valley International Charter School

iLEAD Lancaster operating
iLEAD Lancaster Charter School

iLEAD California Charter 1 operating
iLEAD Hybrid Charter School

Empower Generations operating
Empower Generations Charter School

iLEAD SCHOOLS DEVELOPMENT

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
iLEAD Schools Development
Acton, CA

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of iLEAD Schools Development (iSD), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2017, and the related consolidated statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the consolidated financial position of iSD as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.


Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on iSD's consolidated financial statements as a whole. The columns by location as seen on the statements of financial position, activities and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 7, 2017 on our consideration of iSD's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of iSD's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering iSD's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, CA

December 7, 2017

iLEAD SCHOOLS DEVELOPMENT
STATEMENT OF FINANCIAL POSITION
June 30, 2017

	SCVi	iLEAD Lancaster	iLEAD Hybrid	Empower Generations	iLead Schools Development	Eliminations	Total
<u>ASSETS</u>							
CURRENT ASSETS:							
Cash and cash equivalents	\$ 244,780	\$ 501,944	\$ 170,525	\$ 47,845	\$ 349,350	\$ -	\$ 1,314,444
Accounts receivable - federal and state	576,868	708,551	3,774,262	120,572	-	-	5,180,253
Accounts receivable - other	-	80,000	300,000	-	370,526	-	750,526
Intercompany receivables	-	28,494	422,737	-	-	(451,231)	-
Prepaid expenses and other assets	145,550	1,805	141,549	-	22,979	-	311,883
Total current assets	<u>967,198</u>	<u>1,320,794</u>	<u>4,809,073</u>	<u>168,417</u>	<u>742,855</u>	<u>(451,231)</u>	<u>7,557,106</u>
LONG-TERM ASSETS:							
Property, plant and equipment, net	<u>1,140,991</u>	<u>449,536</u>	<u>-</u>	<u>-</u>	<u>133,901</u>	<u>-</u>	<u>1,724,428</u>
Total long-term assets	<u>1,140,991</u>	<u>449,536</u>	<u>-</u>	<u>-</u>	<u>133,901</u>	<u>-</u>	<u>1,724,428</u>
Total assets	<u>\$ 2,108,189</u>	<u>\$ 1,770,330</u>	<u>\$ 4,809,073</u>	<u>\$ 168,417</u>	<u>\$ 876,756</u>	<u>\$ (451,231)</u>	<u>\$ 9,281,534</u>
<u>LIABILITIES AND NET ASSETS</u>							
CURRENT LIABILITIES:							
Accounts payable	\$ 209,059	\$ 88,181	\$ 1,350,091	\$ 65,579	\$ 131,039	\$ -	\$ 1,843,949
Intercompany payables	289,162	-	-	73,003	89,066	(451,231)	-
Short-term financing	-	-	1,629,600	-	-	-	1,629,600
Long-term debt payable, current portion	<u>48,727</u>	<u>74,204</u>	<u>50,000</u>	<u>-</u>	<u>27,998</u>	<u>-</u>	<u>200,929</u>
Total current liabilities	<u>546,948</u>	<u>162,385</u>	<u>3,029,691</u>	<u>138,582</u>	<u>248,103</u>	<u>(451,231)</u>	<u>3,674,478</u>
LONG-TERM LIABILITIES:							
Long-term debt payable	<u>205,834</u>	<u>58,069</u>	<u>200,000</u>	<u>-</u>	<u>43,220</u>	<u>-</u>	<u>507,123</u>
Total long-term liabilities	<u>205,834</u>	<u>58,069</u>	<u>200,000</u>	<u>-</u>	<u>43,220</u>	<u>-</u>	<u>507,123</u>
NET ASSETS:							
Unrestricted	<u>1,355,407</u>	<u>1,549,876</u>	<u>1,579,382</u>	<u>29,835</u>	<u>585,433</u>	<u>-</u>	<u>5,099,933</u>
Total net assets	<u>1,355,407</u>	<u>1,549,876</u>	<u>1,579,382</u>	<u>29,835</u>	<u>585,433</u>	<u>-</u>	<u>5,099,933</u>
Total liabilities and net assets	<u>\$ 2,108,189</u>	<u>\$ 1,770,330</u>	<u>\$ 4,809,073</u>	<u>\$ 168,417</u>	<u>\$ 876,756</u>	<u>\$ (451,231)</u>	<u>\$ 9,281,534</u>

The accompanying notes are an integral part of these financial statements.

iLEAD SCHOOLS DEVELOPMENT

STATEMENT OF ACTIVITIES For the Year Ended June 30, 2017

		iLEAD	iLEAD	Empower	iLead		
	SCVi	Lancaster	Hybrid	Generations	Schools	Eliminations	Total
REVENUES:							
State revenue:							
State aid	\$ 5,413,840	\$ 4,464,194	\$ 19,140,716	\$ 172,939	\$ -	\$ -	\$ 29,191,689
Other state revenue	1,219,833	1,180,532	2,577,774	7,738	-	-	4,985,877
Federal revenue:							
Grants and entitlements	127,508	161,389	232,625	50,625	-	-	572,147
Local revenue:							
In-lieu property tax revenue	1,367,703	517,352	1,044,509	-	-	-	2,929,564
Contributions	2,690	4,433	515	7,121	-	-	14,759
Other revenue	575,046	105,630	42,886	8	5,678,828	(5,339,836)	1,062,562
Total revenues	<u>8,706,620</u>	<u>6,433,530</u>	<u>23,039,025</u>	<u>238,431</u>	<u>5,678,828</u>	<u>(5,339,836)</u>	<u>38,756,598</u>
EXPENSES:							
Program services	7,162,783	4,588,049	17,409,804	168,147	-	(295,195)	29,033,588
Management and general	1,462,557	1,434,041	5,272,650	40,449	5,639,021	(5,044,641)	8,804,077
Total expenses	<u>8,625,340</u>	<u>6,022,090</u>	<u>22,682,454</u>	<u>208,596</u>	<u>5,639,021</u>	<u>(5,339,836)</u>	<u>37,837,665</u>
Change in unrestricted net assets	81,280	411,440	356,571	29,835	39,807	-	918,933
Beginning unrestricted net assets	1,274,127	1,138,436	1,222,811	-	545,626	-	4,181,000
Ending unrestricted net assets	<u>\$ 1,355,407</u>	<u>\$ 1,549,876</u>	<u>\$ 1,579,382</u>	<u>\$ 29,835</u>	<u>\$ 585,433</u>	<u>\$ -</u>	<u>\$ 5,099,933</u>

The accompanying notes are an integral part of these financial statements.

iLEAD SCHOOLS DEVELOPMENT

STATEMENT OF CASH FLOWS For the Year Ended June 30, 2017

	SCVi	iLEAD Lancaster	iLEAD Hybrid	Empower Generations	iLead Schools Development	Total
CASH FLOWS from OPERATING ACTIVITIES:						
Change in net assets	\$ 81,280	\$ 411,440	\$ 356,571	\$ 29,835	\$ 39,807	\$ 918,933
Adjustments to reconcile change in net assets to net cash flows from operating activities:						
Depreciation	212,065	69,623	-	-	35,915	317,603
Change in operating assets:						
Accounts receivable - federal and state	558,424	305,680	(527,193)	(120,572)	-	216,339
Accounts receivable - other	60,573	(48,509)	(76,433)	-	(350,161)	(414,530)
Intercompany receivable	-	(28,494)	(422,737)	-	723,951	272,720
Prepaid expenses and other assets	(82,997)	(1,805)	(40,226)	-	31,945	(93,083)
Change in operating liabilities:						
Accounts payable and accrued liabilities	(177,172)	(32,661)	(223,431)	65,579	(174,930)	(542,615)
Intercompany payable	289,162	-	-	73,003	89,066	451,231
Cash overdraft	(113,968)	-	-	-	-	(113,968)
Net cash flows from operating activities	<u>827,367</u>	<u>675,274</u>	<u>(933,449)</u>	<u>47,845</u>	<u>395,593</u>	<u>1,012,630</u>
CASH FLOWS from INVESTING ACTIVITIES:						
Purchases of property, plant and equipment	<u>(479,998)</u>	<u>(256,806)</u>	<u>-</u>	<u>-</u>	<u>(72,932)</u>	<u>(809,736)</u>
Net cash flows from investing activities	<u>(479,998)</u>	<u>(256,806)</u>	<u>-</u>	<u>-</u>	<u>(72,932)</u>	<u>(809,736)</u>
CASH FLOWS from FINANCING ACTIVITIES:						
Change in short-term financing	-	-	567,263	-	-	567,263
Proceeds from debt	-	-	250,000	-	33,248	283,248
Repayments of debt	<u>(102,589)</u>	<u>(69,242)</u>	<u>-</u>	<u>-</u>	<u>(25,913)</u>	<u>(197,744)</u>
Net cash flows from financing activities	<u>(102,589)</u>	<u>(69,242)</u>	<u>817,263</u>	<u>-</u>	<u>7,335</u>	<u>652,767</u>
Net change in cash and cash equivalents	244,780	349,226	(116,186)	47,845	329,996	855,661
Cash and cash equivalents at the beginning of the year	-	152,718	286,711	-	19,354	458,783
Cash and cash equivalents at the end of the year	<u>\$ 244,780</u>	<u>\$ 501,944</u>	<u>\$ 170,525</u>	<u>\$ 47,845</u>	<u>\$ 349,350</u>	<u>\$ 1,314,444</u>
SUPPLEMENTAL CASH FLOW INFORMATION:						
Cash paid for interest during the fiscal year	<u>\$ 47,148</u>	<u>\$ 7,893</u>	<u>\$ 68</u>	<u>\$ -</u>	<u>\$ 4,365</u>	<u>\$ 59,474</u>

The accompanying notes are an integral part of these financial statements.

iLEAD SCHOOLS DEVELOPMENT

STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2017

	Program	Management		Total
	Services	and General	Eliminations	Expenses
Salaries and wages	\$ 14,754,648	\$ 3,549,967	\$ (291,786)	\$ 18,012,829
Pension expense	1,154,795	-	(18,408)	1,136,387
Other employee benefits	2,090,577	478,812	(40,958)	2,528,431
Payroll taxes	546,288	259,361	(12,843)	792,806
Management fees	-	4,680,646	(4,680,646)	-
Legal expenses	-	238,981	-	238,981
Accounting expenses	-	23,681	-	23,681
Instructional materials	3,802,845	9,053	(295,195)	3,516,703
Other fees for services	822,771	3,129,909	-	3,952,680
Advertising and promotion expenses	-	157,313	-	157,313
Office expenses	-	53,005	-	53,005
Printing and postage expenses	47,635	10,355	-	57,990
Information technology expenses	717,372	161,233	-	878,605
Occupancy expenses	4,349,618	230,142	-	4,579,760
Travel expenses	69,114	225,157	-	294,271
Interest expense	-	59,474	-	59,474
Depreciation expense	281,688	35,915	-	317,603
Insurance expense	-	204,571	-	204,571
Other expenses	691,432	341,143	-	1,032,575
	29,328,783	13,848,718	(5,339,836)	37,837,665
Eliminations	(295,195)	(5,044,641)	5,339,836	-
Total	<u>\$ 29,033,588</u>	<u>\$ 8,804,077</u>	<u>\$ -</u>	<u>\$ 37,837,665</u>

The accompanying notes are an integral part of these financial statements.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – iLEAD Schools Development (iSD) is a California non-profit public benefit corporation and is organized to provide support and development services to iLEAD public charter schools (the Schools). These financial statements consolidate iSD with four separate corporations operating the following iLEAD public charter schools:

- Santa Clarita Valley International – Santa Clarita Valley International charter school (SCVi)
- iLEAD Lancaster – iLEAD Lancaster charter school (iLEAD Lancaster)
- iLEAD California 1 – iLEAD Hybrid charter school (iLEAD Hybrid)
- Empower Generations – Empower Generations charter school (Empower Generations)

The Schools are funded principally through State of California public education monies received through the California Department of Education and the District.

Cash and Cash Equivalents – iSD and the Schools define its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing iSD's and the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – iSD is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of iSD are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of iSD.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. iSD does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by iSD. iSD does not currently have any permanently restricted net assets.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2017. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Schools are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences – iSD and the Schools do not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2017.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the Schools based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – iSD and the Schools are a non-profit entities exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. iSD and the Schools file informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Principles of Consolidation - The consolidated financial statements include the accounts of iSD and the qualified related parties listed above. Financial inter-relatedness and common board membership were the factors considered in management's decision to consolidate these entities into the financial statements of iSD. This also satisfies the charter reporting requirements for the state of California. All material intercompany transactions have been eliminated.

Evaluation of Subsequent Events – iSD and the Schools have evaluated subsequent events through December 7, 2017, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

iSD and the Schools maintain cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. iSD and the Schools have not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. iSD and the Schools capitalize all expenditures for land, buildings and equipment in excess of \$5,000. Depreciation expense was \$317,603 as of June 30, 2017.

The components of property, plant and equipment as of June 30, 2017 are as follows:

Building improvements	\$ 1,322,706
Furniture, fixtures, equipment	<u>1,168,440</u>
	2,491,146
Less accumulated depreciation and amortization	<u>(766,718)</u>
Property, plant and equipment, net	<u>\$ 1,724,428</u>

NOTE 4: SHORT-TERM FINANCING

iLEAD California 1 factored some government receivables with Charter School Capital for operating needs. The balance due at June 30, 2017 was \$129,600.

iLEAD California 1 had a purchase and sale agreement with Mission Valley Bank. The balance at June 30, 2017 was \$1,500,000.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 5: LONG-TERM DEBT

Equipment Loans

SCVi obtained several three-year notes payable for \$387,608 in technology equipment at rates ranging from 3% to 9% interest per annum. The notes mature in 2021.

iLEAD California 1 had a revolving loan from the California Department of Education in the amount of \$250,000. The loan is payable over five years at a nominal interest rate.

iLEAD Lancaster obtained several three-year notes payable for \$247,822 in technology equipment at 6.76% interest per annum. The notes mature in 2021.

iSD obtained several three-year notes payable for \$97,131 in equipment ranging from 2% to 6% interest per annum. The notes mature in 2021.

The loan repayments by year is as follows:

Year Ended <u>June 30,</u>	
2018	\$ 200,929
2019	274,535
2020	120,275
2021	62,313
2022	<u>50,000</u>
Total	<u>\$ 708,052</u>

NOTE 6: EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the State of California.

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Schools choose to stop participating in the multi-employer plan, they may be required to pay a withdrawal liability to the plan. The Schools have no plans to withdraw from this multi-employer plan.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 6: EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The Schools contribute to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2016, total plan net assets are \$189 billion, the total actuarial present value of accumulated plan benefits is \$333 billion, contributions from all employers totaled \$3.4 billion, and the plan is 63.7% funded. The Schools did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The Schools are required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2017 was 12.58% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The Schools' contributions to STRS for the past three years are as follows:

Year Ended	Required	Percent
<u>June 30,</u>	<u>Contribution</u>	<u>Contributed</u>
2015	\$ 299,643	100%
2016	\$ 780,788	100%
2017	\$ 1,154,795	100%

NOTE 7: OPERATING LEASE

SCVi and iLEAD Lancaster has entered into several operating leases for facilities starting 2014 and ending in 2034 with monthly payments of approximately \$167,000.

iLEAD SCHOOLS DEVELOPMENT

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 7: OPERATING LEASE

Future minimum lease payments are as follows:

Year Ended		iLEAD
June 30,	SCVi	Lancaster
2018	\$ 1,222,645	\$ 781,740
2019	1,253,211	781,740
2020	1,284,541	781,740
2021	1,316,655	781,740
2022	1,349,571	781,740
Thereafter	19,083,530	9,380,880
Total	<u>\$25,510,153</u>	<u>\$13,289,580</u>

NOTE 8: SHARED COSTS AND FEES

Each School pays a service fee the iSD calculated to be 15% of all revenue, less discounts for shared facilities. The fees for the year ended June 30, 2017 was \$4,680,646.

NOTE 9: CONTINGENCIES

iSD and the Schools have received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

iLEAD SCHOOLS DEVELOPMENT

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE

For the Year Ended June 30, 2017

iSD is a tax exempt non-profit, public-benefit corporation that was established to provide support and development services to four separate corporations each operating a charter school authorized by various sponsors under four separate charters. The Schools and their charter school numbers are as follows:

Active:

Santa Clarita Valley International

The School began serving students in September 2008 and is sponsored by the William S. Hart Union High School District (the District). The District has granted the charter through June 30, 2020. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. Charter School number authorized by the State: 981

iLEAD Lancaster

The School began serving students in September 2012 serving students from Kindergarten through eighth grade. The Lancaster School District has granted the charter through June 30, 2021. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. Charter School number authorized by the State: 1376

iLEAD Hybrid

The School was established in 2014 when it was granted its charter through Acton-Agua Dulce Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1699

Empower Generations

The School was established in 2016 when it was granted its charter through Acton-Agua Dulce Unified School District (the District) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The charter school number is: 1836

iLEAD SCHOOLS DEVELOPMENT

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued) For the Year Ended June 30, 2017

The Board of Directors and the Administrators as of the year ended June 30, 2017 were as follows:

Charter	Name	Board Role	Term Expiration	Term (Years)	Date Appointed	Resignation Date
Empower	Keisha Como	President	7/27/2019	3 years	7/28/16	
Empower	Michelle Fluke	Treasurer	7/27/2019	3 years	7/28/16	
Empower	Annaliisa Wilson	Secretary	7/27/2019	3 years	7/28/16	
iCC1	John Vescovo	Treasurer	7/12/2018	3 years	7/13/2015	
iCC1	Wendy Ruiz	Secretary	7/12/2018	3 years	7/13/2015	
iCC1	Elizabeth DeFrancis	Member - Teacher Rep	1/18/2017	1 year	2/25/2016	8/29/17
iCC1	Mark Chandler	Board Member	2/24/2019	1 year	2/25/2016	
iCC1	Dr. Patrick Hill	Board Member	2/24/2019	1 year	2/25/2016	
iSD	Amber Raskin	Board President	Sept 2017	5	Sept 2012	1/26/18
iSD	Dawn Evenson	Board Secretary	Sept 2017	5	Sept 2012	1/26/18
iSD	Benson Sainsbury	Board Treasurer	Sept 2017	5	Sept 2012	
iSD	Eric Harnett	Board Member	Sept 2017	5	Sept 2012	
iSD	Jeff Schechtman	Board Member	Sept 2017	5	Sept 2012	
iSD	Michelle Allen	Board Member	Sept 2021	5	3/31/2016	
Lancaster	Keith Faulkner	Secretary/Treasurer	3/5/2017	3 years	3/6/14	
Lancaster	LaTorra Saxton	Vice-President	2016	3 years	9/24/12	
Lancaster	Dawn Evenson	President	9/23/2016	3 years	9/24/12	8/31/2017
Lancaster	Raimone Roberts	Board Member	3/5/2017	3 years	3/6/14	4/5/2017
Lancaster	Zenaida Morales	Member, Teacher Rep	2016	3 years		4/5/2017
Lancaster	Kimberly Etter	Board Member	7/26/2018	3 years	7/27/2015	4/5/2017
SCVi	Amber Raskin	President	8/31/2017	3 years	9/1/2014	12/2017
SCVi	Greg Kimura	President	3/1/2016	3 years	3/1/2013	
SCVi	Wendy Ruiz	Secretary	3/1/2016	3 years	3/1/2013	
SCVi	John Vescovo	Treasurer/CFO	3/1/2016	3 years	3/1/2013	12/2017
SCVi	Mark Chandler	Board Member	2/24/2019	3 years	2/25/2016	12/2017
SCVi	Dr. Patrick Hill	Board Member	2/24/2019	3 years	2/25/2016	12/2017
SCVi	Dustin Lenging	Member, Teacher Rep	1/20/2017	1 year, Jan-Jan	2/21/2016	9/19/2017
Entity	Name	Administrator Roles				
iSD	Amber Raskin	Chief Executive Officer				
iSD	Phil Oseas	Chief Financial Officer				
iCC1	Dawn Evenson	Chief Executive Officer				

iLEAD SCHOOLS DEVELOPMENT

SCHEDULE OF INSTRUCTIONAL TIME

For the Year Ended June 30, 2017

SCVi:

	Instructional Minutes		Traditional	Status
	Requirement	Actual	Days	
Kindergarten	36,000	36,750	175	In compliance
Grade 1	50,400	51,125	175	In compliance
Grade 2	50,400	51,125	175	In compliance
Grade 3	50,400	51,125	175	In compliance
Grade 4	54,000	55,110	175	In compliance
Grade 5	54,000	55,110	175	In compliance
Grade 6	54,000	58,005	175	In compliance
Grade 7	54,000	58,005	175	In compliance
Grade 8	54,000	58,005	175	In compliance
Grade 9	64,800	66,200	175	In compliance
Grade 10	64,800	66,200	175	In compliance
Grade 11	64,800	66,200	175	In compliance
Grade 12	64,800	66,200	175	In compliance

iLEAD Lancaster:

	Instructional Minutes		Traditional	Status
	Requirement	Actual	Days	
Kindergarten	36,000	36,750	175	In compliance
Grade 1	50,400	56,000	175	In compliance
Grade 2	50,400	56,000	175	In compliance
Grade 3	50,400	56,000	175	In compliance
Grade 4	54,000	56,000	175	In compliance
Grade 5	54,000	56,000	175	In compliance
Grade 6	54,000	56,000	175	In compliance
Grade 7	54,000	56,000	175	In compliance
Grade 8	54,000	56,000	175	In compliance

iLead Hybrid - Not applicable

Empower Generations - Not applicable

See auditor's report and the notes to the supplementary information.

iLEAD SCHOOLS DEVELOPMENT

**SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2017**

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
SCVi:				
Grades K-3	187.97	213.85	183.99	212.36
Grades 4-6	171.77	210.70	168.80	199.49
Grades 7-8	130.50	157.76	129.13	157.83
Grades 9-12	186.75	263.80	181.26	259.13
ADA Totals	<u>676.99</u>	<u>846.11</u>	<u>663.18</u>	<u>828.81</u>
iLEAD Lancaster:				
Grades K-3	270.67	314.70	267.62	315.10
Grades 4-6	166.83	190.32	162.58	187.82
Grades 7-8	103.91	132.38	103.40	133.24
ADA Totals	<u>541.41</u>	<u>637.40</u>	<u>533.60</u>	<u>636.16</u>
iLEAD Hybrid:				
Grades K-3	-	870.19	-	963.04
Grades 4-6	-	642.56	-	639.00
Grades 7-8	-	362.18	-	378.94
Grades 9-12	-	484.88	-	494.38
ADA Totals	<u>-</u>	<u>2,359.81</u>	<u>-</u>	<u>2,475.36</u>
Empower Generations:				
Grades 7-8	-	-	-	0.44
Grades 9-12	-	16.79	-	21.00
ADA Totals	<u>-</u>	<u>16.79</u>	<u>-</u>	<u>21.44</u>
ADA Grand Totals	<u>1,218.40</u>	<u>3,860.11</u>	<u>1,196.78</u>	<u>3,961.77</u>

See auditor's report and the notes to the supplementary information.

iLEAD SCHOOLS DEVELOPMENT

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2017

	SCVi	iLEAD Lancaster	iLEAD Hybrid	Empower Generations
June 30, 2017 Annual Financial Report				
Fund Balances (Net Assets)	\$1,355,407	\$ 1,469,876	\$ 1,877,783	\$ 23,843
Adjustments and Reclassifications:				
Increasing (Decreasing) the Fund Balance (Net Assets):				
Accounts receivable - federal and state	284,660	(28,494)	(631,042)	80,004
Accounts receivable - other	-	80,000	300,000	-
Intercompany receivable	-	28,494	422,737	-
Accounts payable and accrued liabilities	4,502	-	26,175	(1,009)
Intercompany payable	(289,162)	-	-	(73,003)
Short-term financing	-	-	(166,271)	-
Notes payable, current portion	(48,727)	-	(50,000)	-
Notes payable	48,727	-	(200,000)	-
Net Adjustments and Reclassifications	-	80,000	(298,401)	5,992
June 30, 2017 Audited Financial Statement				
Fund Balances (Net Assets)	<u>\$1,355,407</u>	<u>\$ 1,549,876</u>	<u>\$ 1,579,382</u>	<u>\$ 29,835</u>

See auditor's report and the notes to the supplementary information.

iLEAD SCHOOLS DEVELOPMENT

NOTES TO THE SUPPLEMENTARY INFORMATION For the Year Ended June 30, 2017

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Schools and whether each School complied with the provisions of Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
iLEAD Schools Development
Acton, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of iLEAD Schools Development (iSD), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2017, and the related consolidated statements of activities, cash flows and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 7, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered iSD's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of iSD's internal control. Accordingly, we do not express an opinion on the effectiveness of iSD's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether iSD's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, CA

December 7, 2017

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
iLEAD Schools Development
Acton, CA

We have audited each School's compliance with the types of compliance requirements described in the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2017. The State compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, each School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2017.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP
Glendora, CA
December 7, 2017

iLEAD SCHOOLS DEVELOPMENT

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2017.

iLEAD SCHOOLS DEVELOPMENT

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

iLEAD
Income Statement
000 - iLEAD Schools Development
From 7/1/2017 Through 6/30/2018

	Current Year Actual	
Revenue		
Other Revenue		
Nonresident Student Fees	65,273.00	8672
Service Fees	6,661,755.06	8680
Benefits Management/Administration Income	2,427,476.93	8681
Start-Up Reimbursements	65,000.00	8682
Misc Local Income	1,620.00	8690
Tuition & Online Classes	453,923.74	8710
Preschool Tuition	199,060.30	8715
Total Other Revenue	9,874,109.03	
Fundraising, Grants, and Donations		
Private & Corporate Donations	323.85	8820
Total Fundraising, Grants, and Donations	323.85	
Total Revenue	9,874,432.88	
Expenditures		
Classified Salaries		
Classified Office Support	2,253,637.64	2410
Classified Other Support	43,080.04	2990
Total Classified Salaries	2,296,717.68	
Employee Benefits		
OASDI (Social Security) - classified positions	138,658.58	3302
Medicare - Classified	32,481.25	3312
Health & Welfare Benefits - classified positions	280,216.08	3402
State Unemployment Insurance - classified positions	19,334.60	3502
Worker Compensation Insurance - classified positions	76,866.69	3602
Other Benefits - classified positions	61.74	3902
Total Employee Benefits	547,618.94	
Books and Supplies		
Core Curriculum - Software & Programs	149.90	4120
Professional Development References & Materials	2,748.40	4210
Educational Supplies (Classroom, Project, SpEd, Etc)	5,273.75	4305
PE Supplies	337.99	4320
Custodial Supplies	111.52	4325
Health & Safety	17.44	4330
Home Study Stipend	241.56	4335
Office Supplies	19,995.62	4340
Printing & Reproduction Supplies	12,341.60	4345
Spiritwear	5,890.89	4350
Classroom Furniture & Equipment	736.92	4410
NonClassroom Furniture & Equipment	8,590.26	4420
IT Equipment & Supplies	6,849.33	4430
Food Supplies	3,670.24	4710
NonFood Supplies	109.83	4720
Total Books and Supplies	67,065.25	
Services and Operating Exenditures		
Travel for PD, Conferences, & School Development	144,460.09	5210
Travel for School/CMO Business - Mileage	60,534.68	5220
Professional Development - Conference & Workshop Registration Fees	42,240.24	5230
Professional Development - Meetings & Collaborations	20,913.45	5233
Professional Dues, Memberships, and Subscriptions	18,219.11	5310
Liability Insurance	41,717.25	5410

iLEAD
Income Statement
000 - iLEAD Schools Development
From 7/1/2017 Through 6/30/2018

	Current Year Actual	
Utilities - Electricity	8,437.15	5510
Utilities - Gas	868.34	5520
Utilities - Water	3,461.57	5530
Operations - Janitorial Services	16,609.00	5550
Operations - Security	12,958.44	5560
Rent - Facilities Rent and CAM Charges	262,875.03	5610
Rent - Storage	1,496.00	5620
Repairs & Maintenance - Facilities	26,255.10	5630
Repairs & Maintenance - Auto	10,133.05	5650
Professional Services - Business Services & Fees	177,711.49	5803
Professional Services - Auditing & Tax Preparation	46,525.00	5804
Professional Services - Payroll Fees	129,925.10	5805
Professional Services - Consultant Fees	606,710.04	5806
Professional Services - Legal Fees	165,119.09	5807
Professional Services - Benefits Management/Administration	2,390,324.10	5808
Professional Services - Shared/Leased Employees	1,345,212.62	5809
Professional Services - Contributions/Donations	740,000.00	5820
Operating Expenditures - Licenses & Other Fees	5,676.10	5822
Operating Expenditures - Fingerprinting Fees	370.00	5823
Operating Expenditures - Fundraising & Grantwriting	44.11	5824
Operating Expenditures - Banking Charges & Fees	7,091.04	5825
Operating Expenditures - Interest	3,079.60	5826
Operating Expenditures - Staff Recruitment	41,839.34	5828
Operating Expenditures - Events	159,656.79	5829
Operating Expenditures - Marketing & Advertising	85,100.53	5830
Operating Expenditures - Branding (Brochures, Flyers, etc)	11,706.98	5831
Operating Expenditures - Prior Year Transactions	3,944.13	5840
Student Services Expenditures - Student Information System	3,455.51	5850
Student Services Expenditures - Student Assessments	1,021.50	5851
Student Services Expenditures - Student & Group Activities	32,983.83	5853
Telephone, Internet, & Fax	10,134.21	5910
Cell Phones	9,918.75	5915
Internet Services	2,706.21	5920
Website/IT Fees	210,739.91	5925
Postage Expense	6,949.71	5940
Total Services and Operating Expenditures	<u>6,869,124.19</u>	
Total Expenditures	<u>9,780,526.06</u>	
Capital Outlay		
Depreciation Expense	<u>72,582.67</u>	6900
Total Capital Outlay	<u>72,582.67</u>	
Net Income	<u><u>21,324.15</u></u>	

iLEAD
Balance Sheet
iLEAD Schools Development
As of 6/30/2018

	<u>Current Year</u>	
ASSETS		
Current Assets		
Cash		
Petty Cash	700.00	9101
iLEAD Schools Development (Main)	294,002.50	9102
iLEAD Schools Development (CA Credit Union)	905.00	9103
PayPal (Main)	933.29	9104
Total Cash	<u>296,540.79</u>	
Accounts Receivable		
AR - Other/Miscellaneous	10,167.64	9225
AR - Due to/from SCVi	(141,885.72)	9251
AR - Due to/from iLEAD Lancaster	8,471.51	9252
AR - Due to/from iLEAD Hybrid	(582,225.23)	9253
AR - Due to/from iLEAD Foundation	(750.00)	9254
AR - Due to/from iLEAD Kauai	90,000.00	9256
AR - Due to/from iLEAD Ohio	639,786.44	9257
AR - Due to/from Empower Generations	285,659.74	9258
AR - Due to/from iLEAD Online Charter	90,511.97	9259
AR - Due to/from iLEAD Nexus	56,677.93	9260
AR - Due to/from iLEAD Auga Dulce	157.47	9261
Total Accounts Receivable	<u>456,571.75</u>	
Total Current Assets	<u>753,112.54</u>	
Fixed Assets		
Buildings	54,146.56	9430
Accumulated Depreciation - Buildings	(30,425.89)	9435
Equipment	311,770.64	9440
Accumulated Depreciation - Equipment	(100,841.52)	9445
Total Fixed Assets	<u>234,649.79</u>	
Other Assets		
Prepaid Expenditures (Expenses)	20,222.24	9310
Deposits	12,150.00	9320
Total Other Assets	<u>32,372.24</u>	
Total ASSETS	<u><u>1,020,134.57</u></u>	
LIABILITIES		
Current Liabilities		
Accounts Payable (Main)	281,812.67	9500
Accounts Payable (Other)	8,044.08	9519
Payroll Liabilities	(17,363.90)	9520
403b Payable	300.00	9536
Use Tax Payable	817.16	9540
Total Current Liabilities	<u>273,610.01</u>	
Long Term Liabilities		
Long Term Liabilities (Other)	139,768.32	9669

iLEAD
Balance Sheet
iLEAD Schools Development
As of 6/30/2018

	Current Year
Total Long Term Liabilities	<u>139,768.32</u>
Total LIABILITIES	<u>413,378.33</u>
NET ASSETS	
Beginning Net Assets	<u>585,432.09</u>
Total Beginning Net Assets	585,432.09
Current Year Net Income	<u>21,324.15</u>
Total Current Year Net Income	<u>21,324.15</u>
Total NET ASSETS	<u>606,756.24</u>
LIABILITIES AND NET ASSETS	<u>1,020,134.57</u>

Attachment 29: Not applicable